

Pearson BTEC
International Level 2 in
Sport

Specification

First teaching from September 2022

L2

Issue 1

Pearson BTEC International Level 2 Qualifications in Sport

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First teaching September 2022

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About Pearson

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

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Publication code VQ000160

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Welcome

With a track record built over 40 years of learner success, our BTEC International Level 2 qualifications are recognised internationally by governments and employers. These qualifications are designed to enhance the curriculum and prepare learners for the ever-changing world of work. BTEC International Level 2 qualifications allow learners to progress to study at Level 3 and above or to the workplace.

Career-ready education

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

When creating the BTEC International Level 2 qualifications in this suite, we worked with many employers, colleges and schools to ensure that we met their needs.

BTEC addresses these needs by offering:

- a range of BTEC qualification sizes, each with a clear purpose, so that there is something to suit each learner's choice of study programme and progression plans
- internationally relevant content, which is closely aligned with employer and further education needs
- assessments and projects chosen to help learners progress; this means that some assessments and projects are set by you to meet local needs, while others are set by Pearson, ensuring a core of skills and understanding common to all learners.

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

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Introduction to the BTEC International Level 2 qualifications for the sport sector

This specification contains all the information you need to deliver the Pearson BTEC International Level 2 Qualifications in Sport. We also refer you to other handbooks and policies. This specification includes all the units for these qualifications.

These qualifications are part of the suite of sport qualifications offered by Pearson. In this suite, there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations. These qualifications are not regulated in England.

All qualifications in the suite share some common units and assessments, which gives learners some flexibility in moving between sizes.

In the sport sector these qualifications are:

Pearson BTEC International Level 2 Award in Sport

Pearson BTEC International Level 2 Certificate in Sport

Pearson BTEC International Level 2 Extended Certificate in Sport

Pearson BTEC International Level 2 Diploma in Sport.

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

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

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC International Level 2 Award in Sport	120 GLH Equivalent in size to one International GCSE. Three units, of which one is mandatory and assessed by a Pearson Set Assignment. Mandatory content (75%).	This qualification is designed to support learners who want an introduction to the sector through applied learning and for whom an element of sport would be complementary. The qualification supports progression to further study at Level 3/pre-tertiary education as part of a programme of study that includes BTEC International Level 3 qualifications and/or International A levels.
Pearson BTEC International Level 2 Certificate in Sport	240 GLH Equivalent in size to two International GCSEs. At least five units, of which two are mandatory and assessed by a Pearson Set Assignment. Mandatory content (50%).	This qualification is designed to support learners who are interested in learning about the sport sector alongside other fields of study, with a view to progressing to a wide range of courses at Level 3/pre-tertiary level, not necessarily in sport-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 2 qualifications or International GCSEs.
Pearson BTEC International Level 2 Extended Certificate in Sport	360 GLH Equivalent in size to three International GCSEs. At least seven units, of which five are mandatory and three are assessed by a Pearson Set Assignment. Mandatory content (67%).	This qualification is designed to support learners who want to study sport as a substantial element of a one-year, full-time course alongside smaller courses in other subjects, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to further education at Level 3/pre-tertiary level if taken as part of a programme of study that included other BTEC International Level 2 qualifications or International A Levels.

Title	Size and structure	Summary purpose
Pearson BTEC International Level 2 Diploma in Sport	<p>480 GLH</p> <p>Equivalent in size to four International GCSEs.</p> <p>At least nine units, of which six are mandatory and three are assessed by Pearson Set Assignment.</p> <p>Mandatory content (62.5%).</p>	<p>This qualification is designed to support learners who want to study sport as a one-year, full-time course, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme.</p> <p>The qualification would support progression to Level 3/pre-tertiary level courses if taken as part of a programme of study that included other BTEC International Level 2 qualifications or International GCSEs.</p>

Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC International Level 2 in Sport is shown in *Section 2 Structure*. **You must refer to the full structure to select units and plan your programme.**

Key

Pearson Set Assignment units are shown in bold

M

Mandatory units

O

Optional units

Unit (number and title)	Unit size (GLH)	Award (120 GLH)	Certificate (240 GLH)	Extended Certificate (360 GLH)	Diploma (480 GLH)
1 Principles of Fitness and Fitness Testing	30	M	M	M	M
2 Training for Personal Fitness	30	O	M	M	M
3 Business Skills in Sport	60		O	M	M
4 Sports Development	60			O	M
5 Practical Sport	60	M	M	M	M
6 Leadership in Sport	60		O	M	M
7 Anatomy and Physiology for Sport	30	O	O	O	O
8 Sports-related Injuries and Illnesses	30	O	O	O	O
9 Planning and Leading Sports Events	60		O	O	O
10 Technical Skills and Tactical Awareness for Sport	60		O	O	O
11 Psychology for Sports Performance	30		O	O	O
12 Nutrition for Sports Performance	60		O	O	O
13 Work Experience in the Sports Industry	60		O	O	O
14 Exercise and Fitness Instructions	60		O	O	O
15 Outdoor and Adventurous Activities	60		O	O	O
16 Expedition Experience	60		O	O	O

Qualification and unit content

Pearson has developed the content of the new BTEC International Level 2 qualifications in collaboration with employers and subject experts so that content is up to date and includes knowledge, understanding, skills and personal attributes required in the sector.

The mandatory content ensures that all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be worthwhile and fulfilling, and will also provide a basis for further study at Level 3. Learners are expected to show achievement across mandatory units as detailed in *Section 2 Structure*.

BTEC qualifications encompass applied learning that brings together knowledge and understanding with practical and technical skills. This applied learning is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills include communication, teamwork and research and analysis, which are valued by employers. Opportunities to develop these skills are signposted in the units.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. The units include guidance on approaches to breadth and depth of coverage, which can be modified to ensure that content is current and reflects international variations.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units are assessed using Pearson Set Assignments.

Pearson Set Assignment (PSA) units

Some units in the qualifications are assessed using a Pearson Set Assignment. Each assessment is set by Pearson and is marked by teachers.

Set assignment units are subject to external standards verification processes common to all BTEC units. By setting an assignment for some units, we can ensure that all learners take the same assessment for a specific unit. Learners are permitted to resit set assignment units during their programme. Please see *Section 6 Internal assessment* for further information.

Set assignments are available from June each year and are valid until the end of August in the following year. For detailed information on the Pearson Set Assignment, please see the table in *Section 2 Structure*. For further information on preparing for assessment, see *Section 5 Assessment structure*.

Internal assessment

All units in the sector are internally assessed and subject to external standards verification. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6 Internal assessment*.

For units where there is no Pearson Set Assignment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

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

For these units, Pearson will provide an Authorised Assignment Brief that you can use. You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information, please see *Section 6 Internal assessment*.

Language of assessment

Assessment of the units for these qualifications are available in English but can be translated as necessary.

Learners taking the qualification/s may be assessed in sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments, see *Section 7 Administrative arrangements*.

Grading for units and qualifications

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

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 60 GLH will contribute double that of a 30 GLH unit.

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

1 Qualification purpose and progression

Pearson BTEC International Level 2 qualifications in Sport

Who are these qualifications for?

The Pearson BTEC International Level 2 qualifications in Sport are designed for learners in the 14–19 age group who wish to pursue a career in sport via Level 3 and then to higher education or through junior sport employment.

Which size qualification to choose?

Choosing the most suitable size of qualification will depend on the learner's broader programme of study. For example, a learner who wishes to focus mainly on sport may take the Diploma, while a learner who selects a smaller qualification, such as the Award or Certificate, will likely combine it with International GCSEs, in order to support their desired progression.

Qualification structures have been designed to enable a learner who starts with the smallest qualification to progress easily to the larger qualifications.

What do these qualifications cover?

The content of these qualifications has been designed to support progression to particular roles in sport, most likely via further study at Level 3 and then through higher-education routes in the particular areas.

All learners will be required to take mandatory content that is directly relevant to progression routes in all of the identified areas.

What could these qualifications lead to?

These qualifications support progression to further study in sport, for example, courses in:

- sports coaching
- fitness training and testing
- sports nutrition
- planning and leading sports events.

How do these qualifications provide transferable skills?

In the BTEC International Level 2 units, there are opportunities during the teaching and learning phase to give learners practice in developing transferable skills. Where we refer to transferable skills in this specification, we are generally referring to skills in the following three main categories:

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

There are also specific requirements in some units for assessment of these skills where relevant, for example, where learners are required to undertake real or simulated activities. These skills are indicated in the units and in *Appendix 1: Transferable employability skills*.

How do the qualifications provide transferable knowledge and skills for further and higher education?

All BTEC International Level 2 qualifications provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- the ability to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning, where they are able to make connections across units and select areas of interest for detailed study.

2 Structure

Qualification structures

The structures for the qualifications in this specification are:

- Pearson BTEC International Level 2 Award in Sport
- Pearson BTEC International Level 2 Certificate in Sport
- Pearson BTEC International Level 2 Extended Certificate in Sport
- Pearson BTEC International Level 2 Diploma in Sport.

Pearson BTEC International Level 2 Award in Sport

Mandatory units

There are 2 mandatory units, which includes 1 internal unit and 1 set assignment unit. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete 1 optional unit.

Pearson BTEC International Level 2 Award in Sport				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Principles of Fitness and Fitness Testing	30	Mandatory	Set assignment
5	Practical Sport	60	Mandatory	Internal
Optional units – learners must complete 1 optional unit				
2	Training for Personal Fitness	30	Optional	Set assignment
7	Anatomy and Physiology for Sport	30	Optional	Internal
8	Sports-related Injuries and Illnesses	30	Optional	Internal

Pearson BTEC International Level 2 Certificate in Sport

Mandatory units

There are 3 mandatory units, which includes 1 internal unit and 2 set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete 120 GLH of optional units.

Pearson BTEC International Level 2 Certificate in Sport				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Principles of Fitness and Fitness Testing	30	Mandatory	Set assignment
2	Training for Personal Fitness	30	Mandatory	Set assignment
5	Practical Sport	60	Mandatory	Internal
Optional units – learners must complete 120 GLH optional units				
3	Business Skills in Sport	60	Optional	Set assignment
6	Leadership in Sport	60	Optional	Internal
7	Anatomy and Physiology for Sport	30	Optional	Internal
8	Sports-related Injuries and Illnesses	30	Optional	Internal
9	Planning and Leading Sports Events	60	Optional	Internal
10	Technical Skills and Tactical Awareness for Sport	60	Optional	Internal
11	Psychology for Sports Performance	30	Optional	Internal
12	Nutrition for Sports Performance	60	Optional	Internal
13	Work Experience in the Sports Industry	60	Optional	Internal
14	Exercise and Fitness Instruction	60	Optional	Internal
15	Outdoor and Adventurous Activities	60	Optional	Internal
16	Expedition Experience	60	Optional	Internal

Pearson BTEC International Level 2 Extended Certificate in Sport

Mandatory units

There are 5 mandatory units, which includes 2 internal units and 3 set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete 120 GLH of optional units.

Pearson BTEC International Level 2 Extended Certificate in Sport				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Principles of Fitness and Fitness Testing	30	Mandatory	Set assignment
2	Training for Personal Fitness	30	Mandatory	Set assignment
3	Business Skills in Sport	60	Mandatory	Set assignment
5	Practical Sport	60	Mandatory	Internal
6	Leadership in Sport	60	Mandatory	Internal
Optional units – learners must complete 120 GLH optional units				
4	Sports Development	60	Optional	Internal
7	Anatomy and Physiology for Sport	30	Optional	Internal
8	Sports-related Injuries and Illnesses	30	Optional	Internal
9	Planning and Leading Sports Events	60	Optional	Internal
10	Technical Skills and Tactical Awareness for Sport	60	Optional	Internal
11	Psychology for Sports Performance	30	Optional	Internal
12	Nutrition for Sports Performance	60	Optional	Internal
13	Work Experience in the Sports Industry	60	Optional	Internal
14	Exercise and Fitness Instruction	60	Optional	Internal
15	Outdoor and Adventurous Activities	60	Optional	Internal
16	Expedition Experience	60	Optional	Internal

Pearson BTEC International Level 2 Diploma in Sport

Mandatory units

There are 6 mandatory units, which includes 3 internal units and 3 set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least 180 GLH of optional units.

Pearson BTEC International Level 2 Diploma in Sport				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Principles of Fitness and Fitness Testing	30	Mandatory	Set assignment
2	Training for Personal Fitness	30	Mandatory	Set assignment
3	Business Skills in Sport	60	Mandatory	Set assignment
4	Sports Development	60	Mandatory	Internal
5	Practical Sport	60	Mandatory	Internal
6	Leadership in Sport	60	Mandatory	Internal
Optional units – learners must complete 180 GLH optional units				
7	Anatomy and Physiology for Sport	30	Optional	Internal
8	Sports-related Injuries and Illnesses	30	Optional	Internal
9	Planning and Leading Sports Events	60	Optional	Internal
10	Technical Skills and Tactical Awareness for Sport	60	Optional	Internal
11	Psychology for Sports Performance	30	Optional	Internal
12	Nutrition for Sports Performance	60	Optional	Internal
13	Work Experience in the Sports Industry	60	Optional	Internal
14	Exercise and Fitness Instruction	60	Optional	Internal
15	Outdoor and Adventurous Activities	60	Optional	Internal
16	Expedition Experience	60	Optional	Internal

Set assignment units

This is a summary of the type and availability of set assignment units. For more information, see *Section 5 Assessment structure*, and the units and sample assessment materials.

Unit	Type	Availability
Unit 1: Principles of Fitness and Fitness Testing	<ul style="list-style-type: none">• An assignment set by Pearson and marked by the centre.• The advised assessment period is 20 hours.	Two available for each series.
Unit 2: Training for Personal Fitness	<ul style="list-style-type: none">• An assignment set by Pearson and marked by the centre.• The advised assessment period is 20 hours.	Two available for each series.
Unit 3: Business Skills in Sport	<ul style="list-style-type: none">• An assignment set by Pearson and marked by the centre.• The advised assessment period is 6 hours.	Two available for each series.

Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. For more information, please see *Section 4 Planning your programme*.

3 Units

Understanding your units

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

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use, it appears on certificates.
Level	All units are at Level 2.
Unit type	This shows if the unit is internal or assessed using a Pearson Set Assignment. See structure information in <i>Section 2 Structure</i> for details.
Guided Learning Hours (GLH)	Units may have a GLH value of 60 or 30. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	This is a brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures, etc.
Unit introduction	This is written with learners in mind. It indicates why the unit is important, how learning is structured and how it might be applied when they progress to employment or higher education.
Assessment	For internal set assignment units, this section states whether set assignments are required to be completed.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 2: Glossary of terms used</i> .
Summary of unit	This section helps teachers to see at a glance the main content areas given against the learning aims and the structure of the assessment. The content areas and structure of assessment must be covered. The forms of evidence given are suitable to fulfil the requirement.

Section	Explanation
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.
Assessment criteria	Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion. A full glossary of terms used is given in <i>Appendix 2: Glossary of terms used</i> . All assessors need to understand our expectations of the terms used. Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.
Essential information for assignments	This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment and how the assessment criteria should be used to assess performance. For set assignment units, this section will include any conditions for taking the assignment.
Further information for teachers and assessors	This section gives you information to support the implementation of assessment. It is important that this is read carefully alongside the assessment criteria, as the information will help with interpretation of the requirements.
Resource requirements	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources, see <i>Section 10 Resources and support</i> .
Essential information for assessment decisions	This section gives guidance on and examples for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard.
Assessment controls	This section gives details of the rules that learners need to abide by when taking the assessment.
Links to other units and other curriculum subjects	This section shows you the main relationships between different units and any clear links to other curriculum subjects. This helps you to structure your programme and make best use of available materials and resources.
Employer involvement	This section gives you information on the units, which can be used to involve learners with employers. This will help you to identify the kind of involvement that is likely to be most successful.
Opportunities to develop transferable employability skills	This section gives you guidance on how transferable employability skills might be developed in teaching and assessment of the unit.

Index of units

This section contains all the units developed for these qualifications. Please refer to *page 4* to check which units are available in all qualifications in the sport sector.

Unit 1:	Principles of Fitness and Fitness Testing	19
Unit 2:	Training for Personal Fitness	29
Unit 3:	Business Skills in Sport	39
Unit 4:	Sports Development	51
Unit 5:	Practical Sport	61
Unit 6:	Leadership in Sport	73
Unit 7:	Anatomy and Physiology for Sport	83
Unit 8:	Sports-related Injuries and Illnesses	93
Unit 9:	Planning and Leading Sports Events	103
Unit 10:	Technical Skills and Tactical Awareness for Sport	113
Unit 11:	Psychology for Sports Performance	123
Unit 12:	Nutrition for Sports Performance	133
Unit 13:	Work Experience in the Sports Industry	145
Unit 14:	Exercise and Fitness Instruction	155
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Unit 1: Principles of Fitness and Fitness Testing

Level: 2

Unit type: **Pearson Set Assignment**

Guided learning hours: **30**

Unit in brief

Learners gain an understanding of the requirements of fitness testing and training, learn how to conduct a range of fitness tests for different components of fitness safely.

Unit introduction

Sports performers (such as football, badminton, hockey, tennis or cricket) need to be able to maintain, and often improve, their fitness levels to excel in their sport. It is essential that they participate in fitness tests regularly to determine their baseline measures as well as identify areas for improvement. Fitness testing results are also used to predict future performance and provide feedback on the effectiveness of a training programme. Fitness testing is also carried out for non-sports performers (such as a fitness enthusiast, people who have an exercise referral or those involved in general recreational activities) to help determine a person's general fitness levels, which provide an exercise instructor with baseline measures for exercise programme design.

In this unit, you will examine components of fitness and how they link to fitness testing and training. You will be required to carry out a range of laboratory and field-based fitness tests, and the administration process of each fitness test. You will consider the selection of appropriate tests for specific sports performers and demonstrate your ability to conduct a range of fitness tests in accordance with the safety and ethical requirements of fitness testing. Following completion of testing the client, you will investigate the process of evaluating and comparing fitness test results to draw meaningful conclusions about a specific person's fitness.

The knowledge, understanding and skills gained from this unit are required to improve other people's fitness and are essential for a number of progression opportunities in the sector, such as qualifications for sports coaches and personal trainers.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

- A** Understand the components of fitness
- B** Support the administration of fitness tests for different components of fitness
- C** Evaluate fitness testing data.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the components of fitness	A1 Components of physical-related fitness A2 Components of skill-related fitness A3 Fitness tests to assess components of fitness A4 Classification of sport for team or individual	This unit is assessed through a Pearson Set Assignment.
B Support the administration of fitness tests for different components of fitness	B1 Explore specific fitness tests for client B2 Planning of fitness tests B3 Administering fitness tests	
C Evaluate fitness testing data	C1 Produce a fitness profile for a selected sports performer C2 Provide feedback to a selected sports performer	

Content

Learning aim A: Understand the components of fitness

A1 Components of physical-related fitness

- Physical fitness – understand the components of physical fitness, including the definition and alternative names, e.g.:
 - aerobic endurance
 - strength
 - muscular endurance
 - flexibility
 - speed
 - body composition.
- Recognition of components of fitness in sport.

A2 Components of skill-related fitness

- Skill-related fitness – understand the components of skill-related fitness, including the definition and alternative names, e.g.:
 - agility
 - balance
 - coordination
 - reaction time
 - power
 - body composition.
- Recognition of components of fitness in sport.

A3 Fitness tests to assess components of fitness

- Fitness tests best used for components of fitness.
- Administration of test, e.g.:
 - test protocol
 - equipment required for each test
 - safe and effective administration of the fitness test
 - correct units of measurement
 - suitability of each test for a range of sports performers and fitness levels.
- Fitness tests, e.g.:
 - aerobic endurance: multi-stage fitness test, Yo-Yo test
 - strength: grip dynamometer, one-rep maximum
 - muscular endurance: one-minute press- up, one-minute sit-up
 - flexibility: sit and reach test
 - speed: 5, 10, 20 or 30m sprint test
 - body composition: body mass index (BMI), bioelectrical impedance analysis (BIA), skinfold testing
 - agility: Illinois agility run test
 - balance: stork stand test, beam walk
 - coordination: wall-toss test
 - reaction time: ruler drop test
 - power: vertical jump test, standing long jump, medicine ball throw.

A4 Classification of sport for team or individual

- Endurance, e.g. marathons, triathlons, rowing, orienteering, swimming, cross-country skiing.
- Sprint-based, e.g. hurdles, speed skating, cycling, relay races, swimming.
- Explosive, e.g. shot put, javelin, gymnastics, wrestling, mixed martial arts.
- Invasion, e.g. basketball, hockey, football, rugby, netball, volleyball.
- Racquet/clubs/bats, e.g. badminton, tennis, real tennis, squash, lacrosse, table tennis, golf, baseball.
- Outdoor adventure activities, e.g. rock climbing, canoeing, sailing, horse riding, kayaking, skiing, mountaineering, snowboarding.

Learning aim B: Support the administration of fitness tests for different components of fitness**B1 Explore specific fitness tests for client**

Importance of factors that need to be considered when administering fitness tests.

- Sport-specific battery of fitness tests to assess level of fitness.
- Validity of fitness tests, e.g.:
 - understand what validity means and its application to fitness testing
 - validity of fitness test for different sports performers.
- Reliability of fitness tests, e.g.:
 - understanding of what reliability means
 - benchmarking data
 - methods of ensuring reliability pre-test, e.g. calibration of the equipment, warm-up, fitness test technique practice
 - methods of ensuring reliability during the test, e.g. skill level of the administrator, adherence to test protocol, constant conditions, appropriate rest period between tests.
- Practicality and suitability of fitness tests, e.g.:
 - factors affecting the practicality of fitness tests – cost, time, equipment, facility
 - suitability – the appropriateness of the test for the sport, sports performer, fitness levels of the performer.

B2 Planning of fitness tests

- Subject requirements – for a particular sport/physical activity, age, gender, physical activity levels.
- Selection of appropriate fitness tests.
- Test procedure – demonstration, instruction, practice.
- Health and safety – subject screening, informed consent, pre-test warm-up.

B3 Administering fitness tests

- Role of tester – organise equipment and facility, motivate and prepare client for tests (warm-up, client consultation and pre-test procedures), maintaining a good rapport with client, recording of results.
- Responsibilities of tester – observation of tests, correct technique, client needs, suitable testing for age, sport and fitness levels.
- Pre-test checks – on equipment, on client, on record documentation.

Learning aim C: Evaluate fitness testing data

C1 Produce a fitness profile for a selected sports performer

- Interpret results against normative data, e.g.:
 - comparison and making judgements against peers, sports performers, norms for elite athletes, in line with accepted health ranges
 - suitability of fitness test selection.

C2 Provide feedback to a selected sports performer

- Method of feedback (verbal, written).
- Test results.
- Levels of fitness.
- Strengths and areas for improvement.
- Recommendations for improvements to develop each component of fitness tested.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the components of fitness		AB.D1 Analyse fitness testing available for a selected sports performer.
A.P1 Describe fitness tests that assess different physical-related fitness for a selected sports performer.	A.M1 Explain the relationship between fitness tests for different fitness components for a selected sports performer.	
A.P2 Describe fitness tests that assess different skill-related fitness for a selected sports performer.		
Learning aim B: Support the administration of fitness tests for different components of fitness		
B.P3 Outline the importance of validity, reliability, practicality and suitability in relation to fitness testing.	B.M2 Administer fitness tests, demonstrating skills to ensure the test results are accurate and reliable for a selected sports performer.	
B.P4 Plan valid fitness tests for a selected sports performer and safely administer each accurately.		
Learning aim C: Evaluate fitness testing data		C.D2 Justify the fitness profile for a selected sports performer, including identified areas for improvement related to their selected sport.
C.P5 Create a fitness profile for a selected sports performer following fitness testing.	C.M3 Assess the strengths and areas for improvement from fitness test results, providing feedback to a selected sports performer.	
C.P6 Provide feedback to the performer based on normative data.		

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a practical facility that will allow access to fitness testing and fitness training. This will include the appropriate equipment, but these can be made to suit. It may also require suitable individuals and groups who can act as test subjects or testers/trainers.

Essential information for assessment decisions

Learning aims A and B

Learners must consider all components of fitness and fitness testing. Additionally, learners must select and assess valid fitness tests for a selected sports performer.

For Distinction standard, learners will analyse their own administration of fitness testing in relation to the pre-test, during test and post-test stages of the fitness testing process. Learners will analyse fitness testing in relation to components of fitness across a plethora of sports and activities, showing great depth of knowledge of reasons why each test could be used to assess such areas for improvement.

For Merit standard, learners will explain the links between fitness testing and the components of fitness in relation to a variety of sports performers. They will explain why certain tests may be better for a particular component and make it relevant to their sport. Learners will provide guidelines on the suitability of different fitness tests for specific types of participant in relation to individual sports and team sports, considering the relationships between validity and suitability of fitness tests for specific sports performers. Learners will calibrate equipment before use for each fitness test. Where appropriate, they will conduct pre-test screening. Learners will administer the tests ensuring protocols are strictly adhered to and that data is collected at the appropriate level of precision to ensure accuracy.

For Pass standard, learners will describe the range of fitness tests available to a selected sports performer. They will consider the importance of validity, reliability and practicality in relation to fitness testing. For reliability, learners will need to know what requirements need to be in place pre-test and during test for reliable results to be obtained. They will need to know which tests are valid for different components of fitness and how practical each test is in relation to the costs of equipment, ease of administration and time to carry out each test. Suitability of each test will also need to be explained in relation to the fitness test selected and the sports performer being tested. Learners will understand the ethical considerations for participants before taking part in the fitness testing, during the fitness testing and afterwards in relation to the data collected. They will give examples of ethical practice at each stage and the potential implications of not following ethical guidelines. Learners will select a number of fitness tests that test for specific components of fitness for a selected sports performer that are valid for their specific sport. Learners will ensure the safe administration of fitness tests, possibly by completing a risk assessment for the fitness tests that they are to carry out. They will ensure the participant has completed an informed consent form before participation in each fitness test. They will follow the protocol for each test in the set-up and administration of the test. During each test, the welfare of the participant will be monitored by learners to ensure that they are able to continue with the testing protocol.

Learning aim C

Learners must create and assess a fitness profile for a specific, selected sports performer.

For Distinction standard, learners will give focused reasoning in relation to the interpretation of the fitness test results and the level of the sports performer that they have tested. Learners will justify, using considered arguments, the specific components of fitness that require improvement and the impact these will have on a specific person in relation to their sports performance. Learners will support their justification with evidence obtained from the fitness tests, normative data and comparison with similar sports performers. Learners can recommend areas to improve and evaluate why these would be beneficial. Learner recommendations will show an analytical approach, containing sustained lines of argument leading to a future cohesive training programme.

For Merit standard, learners will assess how fitness test results for different components of fitness will impact positively and negatively on performance for a selected sports performer. Learners will consider factors relating directly to the sports performer, but also to the administered tests to arrive at conclusions on performer strengths and areas for improvement.

For Pass standard, learners will use the results from the fitness tests to compile a fitness profile for a selected sports performer. The profile will indicate the components of fitness that the performer is doing well in and also the components that need to be improved in relation to the selected sports performer's specific sport.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and curriculum subjects

This unit links to:

- Unit 2: Training for Personal Fitness
- Unit 7: Anatomy and Physiology for Sport
- Unit 12: Nutrition for Sports Performance
- Unit 14: Exercise and Fitness Instruction.

Employer involvement

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

- guest speakers
- work experience.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills, as well as carrying out a set of instructions/guidelines.

Unit 2: Training for Personal Fitness

Level: 2

Unit type: **Pearson Set Assignment**

Guided learning hours: **30 GLH**

Unit in brief

Learners will consider how personal training programmes can be used to improve personal health and fitness.

Unit introduction

Ever wanted to improve your personal fitness but haven't been sure where to start? Have you wanted to design a personal fitness training programme but not been sure how to go about it? This unit shows you the way.

This unit is all about how individual sports performers improve and enhance personal fitness, using the training methods that are most appropriate, beneficial and engaging. This may mean training with a group of friends in a local park or undertaking a personal fitness training programme at a local sports club or leisure centre. Whatever the setting, the design of the training programme must be tailored to meet your personal training goals, aspirations and needs.

In this unit, you will design a personal fitness training programme, where you can select any appropriate method(s) of training to improve or maintain your fitness levels safely. You will gain awareness of different personal exercise adherence factors and strategies, i.e. important knowledge to help you keep to your training schedules. You will implement your personal fitness training programme and maintain a training diary, which will help you to see how effective it is and where improvements could be made. Finally, you will review your programme, looking at strengths, areas for improvement and suggesting recommendations for future training and performance.

The ability to improve personal fitness is essential for sports performers. This knowledge, understanding and skills are required to improve other people's fitness and are essential for a number of job roles in the sector, such as sports coaches, gym instructors and personal trainers.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

- A** Design a personal fitness training programme for a selected sports performer
- B** Perform a self-designed fitness training programme for selected sports performer
- C** Review a personal fitness training programme.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Design a personal fitness training programme for a selected sports performer	A1 Personal information to aid training programme design A2 The basic principles of training (FITT) A3 Programme design. A4 Classification of sport for team or individual	This Unit is assessed through a Pearson Set Assignment.
B Perform a self-designed fitness training programme for selected sports performer	B1 Safely implement a short-term personal fitness training programme B2 Training diary for each session recording	
C Review a personal fitness training programme	C1 Review the programme	

Content

Learning aim A: Design a personal fitness training programme for a selected sports performer

A1 Personal information to aid training programme design

- Personal goals: specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER):
 - short-term (set over a short period of time, between one day and one month)
 - medium-term (should give progressive support towards achievement of long-term goals)
 - long-term (what they want to achieve in the long term and the best way of doing this).
- Aims (details of what they would like to achieve).
- Lifestyle and physical activity history.
- Medical history questionnaire.

A2 The basic principles of training (FITT)

- Frequency (the number of training sessions completed per week).
- Intensity (how hard training will be).
- Time (how long training sessions will be).
- Type (selecting a training method to improve a specific component of personal fitness and/or sports performance).

A3 Programme design

- Use of personal information to aid training programme design.
- Selection of appropriate training method(s)/activities for improving/maintaining fitness, e.g. flexibility, strength, muscular endurance and power, aerobic endurance, speed.
- Safe design – appropriate method(s)/selection of an appropriate combination of activities to meet personal training needs, goals, aims and objectives.
- Selection of appropriate activities for warm-up – light, continuous physical activity to prepare the body for exercise.
- Selection of appropriate activities for cool down – light, continuous physical activity to reduce heart rate, remove lactic acid and prevent blood pooling.
- Creative design:
 - consideration of barriers to training
 - ensuring exercise adherence is maintained and the programme is enjoyable, for example including interesting, different exercise activities to maintain motivation and commitment, and to prevent boredom
 - different methods to access training, e.g. home-based exercise online subscriptions.

A4 Classification of sport for team or individual

- Endurance, e.g. marathons, triathlons, rowing, orienteering, swimming, cross-country skiing.
- Sprint-based, e.g. hurdles, speed skating, cycling, relay races, swimming.
- Explosive, e.g. shot put, javelin, gymnastics, wrestling, mixed martial arts.
- Invasion, e.g. basketball, hockey, football, rugby, netball, volleyball.

- Racquet, e.g. racquet/clubs/bats, e.g. badminton, tennis, real tennis, squash, lacrosse, table tennis, golf, baseball.
- Outdoor adventure activities, e.g. rock climbing, canoeing, sailing, horse riding, kayaking, skiing, mountaineering, snowboarding.

Learning aim B: Perform a self-designed fitness training programme for selected sports performer

Learners will carry out self-designed short-term personal fitness training programme to achieve own goals and objectives for a selected sports performer.

B1 Safely implement a short-term personal fitness training programme

- Undertaking appropriate training methods, e.g. taking part in planned sessions, performing to the best of your ability, gaining agreement from coach/trainer for any missed sessions, understanding the importance of commitment.
- Wearing correct training gear, safe and correct use of equipment, implementation of correct technique, awareness of wider safety issues, e.g. personal safety if training outdoors.
- Taking full responsibility for completing and recording details for each training session.

B2 Training diary for each session recording

- Date, time and location for training undertaken.
- Aims and objectives for each session.
- Session duration.
- Type of training undertaken – selected method(s)/activities.
- Programme details (FITT).
- Log of personal performance and achievements.
- Resources required, e.g. equipment.
- The principles of progressive overload and details of how progressive overload has been achieved over the course of the programme.
- Details of programme intensity using % HR max and RPE.

Learning aim C: Review a personal fitness training programme

C1 Review the programme

- Before each training session.
- After each training session.
- Evidence of modifying/adjusting the programme to achieve planned personal goals.
- Strengths – areas of the programme where personal aims and objectives have been achieved.
- Areas for improvement – where outcomes do not meet planned goals.
- Recommendations for improving future training and performance, for example personal training needs, use of different training methods/activities or strategies, use of psychological training techniques to improve performance.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Design a personal fitness training programme for a selected sports performer		A.D1 Justify the training programme design, explaining links to personal information and personal adherence factors.
A.P1 Summarise personal information for designing a fitness training programme.	A.M1 Assess personal information for fitness training programme design.	
A.P2 Describe the principles of training and their application to the personal fitness training programme design.	A.M2 Design a safe four-week short-term personal fitness training programme, showing creativity in the design.	
A.P3 Design a safe four-week short-term personal fitness training programme.		
Learning aim B: Perform a self-designed personal fitness training programme to achieve own goals and objectives		B.D2 Safely implement a short-term four-week personal fitness training programme, maintaining a training diary to evaluate performance and progress.
B.P4 Safely implement a short term four-week personal fitness training programme, maintaining a training diary.	B.M3 Safely implement a short-term four-week personal fitness training programme, maintaining a training diary for each session.	
Learning aim C: Review a personal fitness training programme		C.D3 Evaluate the performance and progress of the programme, making justified recommendations for future training and performance.
C.P5 Review the four-week personal fitness training programme, describing strengths and areas for improvement.	C.M4 Explain strengths of the training programme and areas for improvement, providing recommendations for future training and performance.	

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- informed consent forms
- heart rate monitors
- Rating of Perceived Exertion Scale.

Access to lifestyle, physical activity and medical history questionnaires would be beneficial, although these can be designed by learners as an individual or group task, with appropriate guidance from teachers/tutors.

Essential information for assessment decisions

The Pearson Set Assignment will be assessed internally by the centre using the unit assessment criteria detailed in the qualification specification. The assignment will be sampled by the Standards Verifier as part of the standards verification annual centre visit.

Learning aim A

For Distinction standard, learners need to give reasons and support this with evidence to justify the design of the short-term four-week training programme to improve fitness and how this could be used to develop sports performance. They will identify how performance and progress will be measured and monitored throughout the training programme and include the advantages and disadvantages for each weekly activity. This will be linked specifically to individual participant needs, and will show how this works well with the different activities included in the sport.

Learners can identify why some aspects of the programme were amended or adjusted over the four-week period and how this has an overall benefit.

For Merit standard, learners should collect and collate personal information and determine the key points that are important to the different factors that can apply to personal fitness training design. Learners are expected to produce a creative programme that shows an innovative design to meet personal training needs and individual circumstances. This should be well-planned, short-term four-week training programme that learners could undertake at home or in a local outdoor space such as a garden or a local park.

Learners can draw on a range of different examples that do not require any specialist equipment such as star jumps, knee raises, burpees, kickbacks, press-ups, and sit-ups. Household items such as filled water bottles could be safely used as equipment for circuit training as part of cardiovascular training. Creativity could also be shown in the use of the setting or location, interval training could be completed on a beach to develop power, running with a weighted backpack could introduce and cycling could improve muscular endurance.

For Pass standard, learners need to discuss the importance of a range of personal information that needs to be gathered when starting to design a four-week short-term personal training programme, which should link to individual goals and objectives that have clearly set timeframes. When learners collect this information, they will have an opportunity to design a specifically tailored programme that meets the requirements of the Pearson set theme.

Learners need to consider how the different fitness principles can contribute towards overall fitness and how this can be included in a short-term exercise programme. This could include information linked to published sources and international benchmarks such as BMI, RPE, heart rate and training zones. They should indicate how the body responds in the short term to exercise and recognise how specific components of physical fitness and overall body composition contribute to fitness levels and sports performance.

From this, learners will then design a short-term four-week personal fitness programme with eight individual exercise sessions in total. The design of the programme should be linked to how the body responds to training over these periods of time and why there needs to be changes to training schedules in order to maintain or improve fitness levels. Learners should discuss the importance of safety in any selected activities including the benefits of good preparation and why conclusions of their planned exercise programme are necessary.

Learning aim B

For Distinction standard, learners will evaluate the choices of the selected exercise programme, providing clear reasons for their choice and the advantages or disadvantages of the selected exercise programme – this can be on a weekly basis. They will identify where the strengths and weaknesses were in the choice of specific aspects of the programme and how these may have impacted on the results. Details should include the relevance and justification of the choices matched against the information in the Pearson set theme. This could include specific examples of how an individual's exercise skill meets the needs of the participant's sports performance.

Learners will need to interpret the results from the weekly diary log and consider these as individual results. They will also consider how these can collectively impact on sports performance, giving specific examples of how these can benefit the sports participant in the future.

For Merit standard, learners will need to summarise the key outcomes for each session, giving clear reasons for the strengths and weakness of each weekly session and how this formed the basis of their choices for improvement. This could include specific examples of why these exercises can then be used to help develop fitness programmes for the future. Learners should include examples of different types of sports activities that require different skills and fitness testing, which would show clear comparisons between the different choice of fitness and exercise regimes that meet the participant's needs.

For Pass standard, learners will safely implement and carry out a short-term four-week training and fitness programme linked to the set theme and topic, this could be with a peer. They will need to use an appropriate health screen questionnaire prior to the exercise programme and ensure that all the relevant equipment and safety precautions are followed before any exercises takes place.

A safe programme design will include appropriate method(s)/selection of an appropriate combination of activities to meet personal set training needs, goals, aims and objectives, considering relevant physical activity, lifestyle and/or medical history.

Safe implementation will include wearing correct training gear, safe and correct use of equipment and correct technique. It will also include wider safety issues, for example ensuring personal safety by training with a friend/in small groups, wearing reflective clothing where needed and not wearing an MP3 player if training outdoors.

After each session, learners will be expected to complete a training diary that includes the key aims and objectives along with dates and times. This should include all the relevant information that shows the types of exercises and any exercise equipment that was used, along with how the principles of fitness and training were integrated into each weekly session. Learners should also identify appropriate measures of success, which may include evidence of personal development, achievements against original programme goals, aims and objectives. The training diary should include any amendments to the programme design and how performance has been taken to a higher level/shown improvement. Measures for success are likely to be evident through the learner's training diary or from observation records/witness statements.

Learning aim C

For Distinction standard, learners need to give, with justification, clear and succinct reasons that support planned recommendations that will impact on future exercise and performance. This can link to any changes in training needs during a pre-season training schedule and across a competitive playing season. Explanations can be linked to the results of the training diary when the information has been collected and collated.

For Merit standard, learners need to give reasons for the strengths of the programme, which can be as a result of feedback from the training programme and evidenced in the training diary. The learner should include relevant areas within the programme that can be improved. This could include amendments to time-bound targets such as adjustments to the type of training and reviewing training goals as the weeks progress.

For Pass standard, learners need to reflect on the training programme by looking at the training diary and indicating how some of the fitness and training exercises within the programme were beneficial. Where appropriate, they can identify any gaps in the programme that may not have fully met the aims or goals, or where time factors may not have supported specific improvements in fitness levels. From this information, plans can include where improvements could be made for the future. Learners can draw on different information that links to the frequency, intensity and timing of exercises, along with identifying where progressions and regressions could be made on a weekly basis or overall.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learner work. This may mean that learners be supervised.

Resources: all learners should have access to the same types of resource to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: Principles of Fitness and Fitness Testing
- Unit 5: Practical Sport
- Unit 6: Leadership in Sport
- Unit 7: Anatomy and Physiology for Sport
- Unit 8: Sports-related Injuries and Illnesses
- Unit 9: Planning and Leading Sports Event
- Unit 10: Technical Skills and Tactical Awareness for Sport
- Unit 12: Nutrition for Sports Performance
- Unit 13: Work Experience in the Sports Industry.

Employer involvement

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

- guest speakers
- work experience
- visits to appropriate sports/leisure centres and organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 3: Business Skills in Sport

Level: 2

Unit type: **Pearson Set Assignment**

Guided learning hours: **60**

Unit in brief

Learners develop knowledge of the business skills needed for employment in the sport, leisure and recreation industry. Learners will produce a promotional plan for a selected business and then complete an overall business and marketing plan.

Unit introduction

This unit introduces you to the language and terminology used by businesses in the sport and active leisure industry. You will explore different types of business ownership and how they relate to the size and scale of a business. You will also examine how the type of ownership impacts on the responsibilities of the owners of a business. By combining all this with looking at different types of business model, you will begin to understand how diverse the world of business is in the sports industry.

Those individuals looking to work in the sport, leisure and recreation industry need to be able to develop astute business skills to work effectively and provide exemplary customer service. This unit will help you learn and develop the business skills that employees in the sport and leisure industry need. You will look at the skills needed for effective business operation in sport and leisure and explore finance, health and safety, customer service and security skills.

The final part of the unit requires you to produce a business plan after completing your own analysis of a specific sport and active leisure business. You will then be able to apply your knowledge and understanding of marketing and sales by producing a marketing plan for a local business.

Assessment

This unit has a Pearson Set Assignment. Learners must complete a Pearson Set Assignment Brief.

Learning aims

In this unit you will:

- A** Explore how businesses operate in the sports industry
- B** Know the skills needed for effective sport and leisure business operation
- C** Produce a promotional plan for a selected business
- D** Produce a business and marketing plan for a selected business.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore how businesses operate in the sports industry	A1 Types of business in sport A2 The purpose of business in sport A3 Measuring business success in sport	This unit is assessed through a Pearson Set Assignment.
B Know the skills needed for effective sport and leisure business operation	B1 Business skills B2 Financial skills B3 Health and safety skills B4 Customer service skills	
C Produce a promotional plan for a selected business	C1 Identify the target market C2 Planning and interpreting market research C3 Promotional plan	
D Produce a business and marketing plan for a selected business	D1 Business plan D2 Marketing and sales D3 Marketing plan	

Content

Learning aim A Explore how businesses operate in the sports industry

A1 Types of business in sport

- Private sector, for-profit businesses operated by:
 - sole traders
 - partnerships
 - limited companies (Ltd)
 - public limited companies (PLC).
- Not-for-profit businesses, e.g.:
 - charities
 - social enterprises
 - community interest companies (CICs)
 - voluntary and community organisations.
- Liability: limited, unlimited.
- Business size:
 - micro – up to 10 people
 - small – between 11 and 49 staff
 - medium – between 50 and 249 staff
 - large – more than 250 staff.

A2 The purpose of business in sport

- Business purpose: supply of goods or provision of services.
- Business aims – what the business wants to achieve, e.g.:
 - private, e.g. surviving, making profits, growth, maximising sales revenue, market leadership, being environmentally friendly, being ethical
 - public, e.g. providing services, social wellbeing, meeting government standards
 - not-for-profit, e.g. alleviating poverty, helping the vulnerable, supporting communities.
- Setting SMART objectives: specific, measurable, achievable, relevant, time-bound.

A3 Measuring business success in sport

- Success: meeting business aims.
- Financial key performance indicators (KPIs), e.g.:
 - sales revenue
 - profit
 - sales/profit per square metre (retail businesses)
 - average cost of production.
- Non-financial key performance indicators (KPIs), e.g.:
 - corporate image
 - customer satisfaction
 - environmental performance targets.

Learning Aim B: Know the skills needed for effective sport and leisure business operation

B1 Business skills

- Business skills, e.g.:
 - customer information
 - booking procedures
 - customer inductions
 - customer records
 - ticketing systems
 - customer trends
 - market analysis
 - customer feedback, e.g. surveys, suggestion boxes, mystery customers
 - customer complaints.

B2 Financial skills

- Financial skills, e.g.:
 - managing customer accounts
 - billing systems
 - customer payments
 - receipts
 - sales records
 - stock control
 - purchasing
 - payroll systems.

B3 Health and safety skills

- Health and safety skills, e.g.:
 - implementing health and safety systems
 - first-aid training and provision
 - emergency procedures, e.g. fire procedures.

B4 Customer service skills

Learners will understand how the use of the following customer skills helps the business to improve customer satisfaction and increase and maintain customer base.

- Customer service skills, e.g.:
 - engage in active listening. Active listening is essential for effective communication
 - highlight understanding. Ensure that each customer is aware that you understood their needs
 - be courteous
 - call the customer by their name
 - go the extra mile
 - ask, don't demand
 - empower
 - be proactive
 - importance of customer service
 - set the customer's expectations
 - listen first then speak
 - treat your employees as your first customer
 - create customer touchpoints

- follow up after the sale
- business reporting
- analytics
- customer experience strategy
- customer management.

Learning aim C: Produce a promotional plan for a selected business

C1 Identifying the target market

- Age, gender, interests, attitudes, income, location.
- How the product/service will reach the target market, e.g. selling direct or online.
- Establishing and maintaining sales with target market.

C2 Planning and interpreting market research

- Primary market research, e.g. surveys, interviews, focus groups, field work.
- Secondary market research, e.g. newspapers and magazines, websites of competitors, location of competitors, key market trends.
- Analysing and presenting results of market research.
- Predicting whether product/service will meet customer needs.

C3 Promotional plan

- Objectives of promotional plan including 4Ps: product (including USP), price, place, promotion.
- Identifying a brand identity, using logo, strapline, celebrity endorsement.
- Promotional methods, e.g.:
 - advertising, including digital methods
 - personal selling
 - direct marketing
 - promotional offers
 - public relations.
- Use of technology in communicating with the target market – promoting the business and the product/service.
- Costs of the promotional activities.

Learning aim D: Produce a business and marketing plan for a selected business

D1 Business plan

- Aspects of business plan to include:
 - business rationale and idea
 - business goals
 - business targets
 - business objectives
 - key performance indicators
 - target market
 - client-facing product and services
 - sales and how to grow a client base
 - activities to support business objectives and growth
 - unique selling point (USP)
 - cash flow.

- Using relevant IT to produce a business plan.
- Reviewing business delivery and effectiveness, e.g.:
 - SWOT analysis
 - financial assessment
 - staff satisfaction surveys
 - client satisfaction surveys
 - client retention.

D2 Marketing and sales

- Marketing and sales tactics:
 - product – unique selling point (USP), product/equipment and types of exercise options, age range
 - price – including pricing strategies, e.g. buy two products or sessions get one free, refer a friend, block-booking discounts
 - promotion – the promotional mix, including the use of digital promotion, social media, target market, brand image
 - place – business locations, e.g. access, parking; customer trends and preferences.
- Marketing and sales strategies, such as:
 - online presence, e.g. social media page, website
 - stationery, e.g. flyers, leaflets, business card
 - word of mouth promotion, e.g. referral plan with incentive
 - self-branded clothing to promote business
 - local media, e.g. local radio, local newspaper.
- Market research, e.g.:
 - public questionnaires and interviews
 - online questionnaires
 - SWOT analysis
 - local areas analysis opportunities and competition.

D3 Marketing plan

- Learners will develop a marketing plan incorporating the key elements to support success in a selected business.
- Business aims.
- Business objectives.
- Target market.
- Services.
- Marketing and promotional strategies.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore how businesses operate in the sports industry		A.D1 Evaluate how successful a selected business has been in achieving its main purpose and aims.
A.P1 Explain the purpose, activities and aims of a for-profit and a not-for-profit business.	A.M1 Compare the purpose, activities and aims of a for-profit and a not-for-profit business.	
A.P2 Explain ways in which a for-profit and a not-for-profit business can measure success.	A.M2 Analyse the importance to a for-profit and a not-for-profit business of measuring success.	
Learning aim B: Know the skills needed for effective sport and leisure business operation		B.D2 Justify, making recommendations, that the skills used have ensured the effective operation of the selected sport and leisure business.
B.P3 Outline the skills needed for the effective operation of the selected sport and leisure business.	B.M3 Explain the skills used to ensure the effective operation of the selected sport and leisure business.	

Pass	Merit	Distinction
Learning aim C: Produce a promotional plan for a selected business		CD.D3 Evaluate how the promotional, business and marketing plans will support the success of the selected sport and leisure business.
C.P4 Plan and carry out market research activities to support the selected sport and leisure business.	C.M4 Produce a detailed promotional plan for the selected sport and active leisure business.	
C.P5 Use market research results to devise a basic promotional plan to support the sport and active leisure business.		
Learning aim D: Produce a business and marketing plan for a selected business		
D.P6 Produce a basic business plan for the selected sport and leisure business.	D.M5 Produce a detailed business plan, including a financial forecast, using IT for the selected sport and leisure business.	
D.P7 Produce a basic marketing plan for the selected sport and leisure business.	D.M6 Produce a detailed marketing plan for the selected sport and leisure business using marketing tactics, strategies and research.	

Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will evaluate a business and assess how successful this business has been in achieving its main purpose and aims. Learners will make a balanced argument using relevant examples and come to a supported conclusion on its success.

For Merit standard, learners will build on their findings for the two businesses to make a comparison, showing both similarities and differences. Learners will then give a detailed breakdown of the business aims and the financial and non-financial KPIs and say how meeting each of these contributes to the measurement of success. Learners will use detailed examples to clearly show the importance to the business of measuring success.

For Pass standard, learners will give clear details of the purpose, activities and aims of a for-profit business such as a private health club or a sports retailer, and a not-for-profit business such as a charity or voluntary organisation.

Learning aim B

For Distinction standard, learners need to justify the use of the financial, health and safety and security skills needed for effective sport and leisure business operation in a for-profit business such as a private health club or a sports retailer, and a not-for-profit business such as a charity or voluntary organisation. Recommendations will then need to be provided that detail how additional skills not currently used would benefit the selected businesses.

For Merit standard, learners will use examples to explain the financial, health and safety and security skills needed for effective sport and leisure business operation in a for-profit business, such as a private health club or a sports retailer, and a not-for-profit business such as a charity or voluntary organisation.

For Pass standard, learners will need to outline a range of the financial, health and safety and security skills used in either a for-profit business such as a private health club or a sports retailer, or a not-for-profit business such as a charity or voluntary organisation. Learners will also provide a summary of how a for-profit and a not-for-profit business measure success.

Learning aim C

For Distinction standard, learners must consider the validity of the market research and how the results contribute to a compelling promotional plan. Learners should give an overall assessment of the importance of marketing and financial planning, acknowledging the necessity of careful preparation and concluding which aspects they have found most useful in drawing up the promotional plan. The plan should include a financial forecast using IT.

For Merit standard, learners must plan and carry out comprehensive market research, relevant to the start-up idea. The outcomes of research will be interpreted to support the business idea; any problems thrown up by the results will mean learners should make changes to the business idea and/or brand identity. A target group will be clearly defined.

For Pass standard, learners must plan some market research activities to test whether their business idea will meet customers' needs and show they are aware of potential competition. There should be some primary and some secondary research. There will be a target market identified and a promotional plan with a basic level of detail.

Learning aim D

For Distinction standard, learners will produce thorough business and marketing plans for a selected sport and active leisure business. The plan will show effective use of a full range of IT and principles of business planning and delivery, including a financial forecast. Learners will give well-developed reasons for their judgements on the plan's effectiveness, showing specific, in-depth knowledge of the use of business, financial and health and safety skills to meet client needs and enhance business performance. Learners will be consistent and accurate in their use of sector terminology.

For Merit standard, learners will produce clear and detailed business and marketing plans for a selected sport and active leisure business. The business plan will be detailed, showing appropriate use of a full range of IT and business principles, including a financial forecast. The marketing plan will be detailed and provide strengths and weaknesses of how marketing tactics, strategies and research are used to produce an effective marketing plan for a selected business. Learners will provide a clear, and mostly accurate, analysis of the delivery and effectiveness of the business plan. They will make mostly relevant connections between the effectiveness of the business plan in meeting client needs. Learners will provide a clear, and mostly accurate, analysis of the effectiveness of the marketing plan making mostly relevant connections between the effectiveness of the plan and the use of relevant business, financial and health and safety skills. Learners will be generally accurate in their use of sector terminology

For Pass standard, learners will produce a basic business plan for the selected business. The plan will be straightforward, showing use of a range of essential IT and business principles only, including financial planning. The plan should incorporate relevant IT and show how it will be used to support and manage clients. Learners will also produce a basic business and marketing plan. The plan will show use of a range of essential marketing tactics, strategies and research showing how these will be used to market the business. They will show an awareness of some of the business, financial and health and safety skills used by the selected business, making reference to some sector terminology.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learner's work. This may mean that learners be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Links to other units and curriculum subjects

This unit links to:

- Unit 4: Sports Development
- Unit 13: Work Experience in the Sports Industry.

Employer involvement

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

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Unit 4: Sports Development

Level: 2

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will look at the importance of sports development in engaging more people in sport and recreational activities. Learners will explore key concepts involved in sports development and investigate examples of current practice in the sports industry.

Unit introduction

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

In this unit you will look at sports development and the diverse work of sports development officers. You will explore the key concepts in sports development including the sports development continuum, target groups and barriers to participation. Participation in sport and exercise is at the core of the work of any sports development team. You need to understand what may prevent people from participating in sport, whether it is cultural, financial or for another reason. You will identify the needs of key central and local target groups, and what can be done to allow these groups more access to sport and exercise. You will also study sport development in practice including within local authorities, sport's national governing bodies, voluntary clubs and other organisations. You will be expected to know the different providers involved in sport development. These providers can help with funding, sponsorship or even assist in supplying volunteers for events and research.

The unit will also help you to progress to further study on a Level 3 Sports pathway.

Learning aims

In this unit you will:

- A** Understand the nature of sports provision
- B** Explore key concepts in sports development
- C** Investigate the role of key providers in sports development.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the nature of sports provision	A1 Know the nature of sport A2 Structure of sports development organisations	A presentation reviewing local and national provisions, including the barriers to participation for individuals at different levels of the sports development continuum, providing effective and realistic solutions.
B Explore key concepts in sports development	B1 The sports development continuum B2 Purpose of sports development B3 Barriers to participation B4 Target groups	
C Investigate the role of key providers in sports development	C1 Job roles in sports development C2 Roles and responsibilities	An article investigating the roles and responsibilities of professionals working in different types of sports development organisations.

Content

In order to understand the nature of provision in sport learners will need to examine a range of sport and physical activities and the different types of providers. Learners will then review the provision to identify areas for improvement.

Learning aim A: Understand the nature of sports provision

A1 Know the nature of sports provision

- Types of activities:
 - team and individual sports and games, e.g. football, badminton
 - physical recreation, e.g. walking, cycling
 - outdoor activities, e.g. rock climbing, kayaking
 - physical fitness, e.g. free weights, fitness classes.
- Local sports provision:
 - public sector, e.g. government and public facilities
 - private sector, e.g. private health clubs
 - voluntary sector, e.g. voluntary sports clubs.
- National sports provision:
 - supporting elite level sport, e.g. national sports centres, professional sports clubs, sports academies.

A2 Structure of sports development organisations

Learners will look at each of the sectors and determine how they are structured.

- Structure, e.g.:
 - committees
 - working groups
 - forums
 - consultation groups
 - community groups
 - personnel.

Learning aim B: Explore key concepts in sport development

B1 The sports development continuum

Learners outline the purpose of each level on the sports development continuum.

- Levels on the continuum:
 - foundation activities, e.g.:
 - play
 - multi-skill sessions
 - basic skill development
 - balance and coordination
 - participation activities, e.g.:
 - grassroots clubs
 - basic skill development in a sport
 - introduction of competitive games

- performance activities, e.g.:
 - regional and semi-professional level clubs
 - tactical development
 - refining complex skills
 - patterns of play
- excellence activities, e.g.:
 - national level competition
 - international level competition
 - professional environments.

B2 Purpose of sports development

Learners will know the purpose of sports development for each level on the continuum and review their strengths and weaknesses.

- Purpose of sports development, e.g.:
 - skill development
 - increasing activity levels
 - improving health and wellbeing
 - targeting groups at risk
 - increasing/lifelong participation.

B3 Barriers to participation

Learners will gain an awareness of the potential barriers from a range of different target groups.

- Cultural, e.g.:
 - diversity
 - ethnic differences
 - cultural expectations.
- Social, e.g.:
 - having children
 - access to facilities
 - cohesion.
- Economic, e.g.:
 - financial considerations
 - cost of activities
 - purchasing equipment and sportswear.
- Historical, e.g.:
 - stereotypes of male/female sports
 - male/female role in society.
- Educational, e.g.:
 - physical education
 - presence of role models.

- Target groups, e.g.:
 - women.
 - young people
 - people at risk of offending
 - people at risk of social isolation
 - people over 50
 - people with disabilities
 - black and minority ethnic (BAME) groups
 - LGBTQ+.

Learning aim C: Investigate the role of key providers in sports development

C1 Key providers in sport development

- Personnel in sport development:
 - sport development officers:
 - sports specific, e.g. football sports development officer
 - non-sports specific, e.g. regional sports development officer
 - sport specific, e.g.:
 - coaches
 - leaders such as assistant coaches or positional coach managers
 - managers
 - community volunteers:
 - sport specific, e.g. chairman
 - non-sport specific, e.g. club secretary, playworker
 - youth workers
 - health improvement officers.

C2 Roles and responsibilities

Learners will investigate the roles and responsibilities of each of the key providers

- Roles and responsibilities, e.g.:
 - enabling and facilitating
 - direct delivery
 - strategic
 - operational
 - advisory
 - participation
 - performance
 - child protection.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the nature of sports provision		AB.D1 Evaluate the barriers to participation at different levels of the sport development continuum.
A.P1 Describe local and national sports provision for different sports and physical activities.	A.M1 Review local and national sports provision, identifying areas for improvement.	
A.P2 Describe the organisational structure of different sports development providers.		
Learning aim B: Explore key concepts in sport development		
B.P3 Outline the sport development continuum and the purpose of each level.	B.M2 Explain the different levels of the sport development continuum, identifying strengths and areas for improvement.	C.D2 Analyse the roles and responsibilities of professionals working in sports development organisations.
B.P4 Identify barriers to participation for individuals from the different target groups.		
Learning aim C: Investigate the role of key providers in sports development		
C.P5 Explain the key providers in sports development and their associated roles and responsibilities.	C.M3 Compare and contrast the roles and responsibilities of key providers working in sport development.	

Essential information for assignments

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

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

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

Further information for teachers and assessors

Resource requirements

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

Essential information for assessment decisions

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

Learning aims A and B

For Distinction standard, learners will draw on varied information on existing local and national provision to consider aspects such as the barriers to participation for individuals at different levels of the sport development continuum. This work will need to include each of the four levels of the sports development continuum. Barriers to participation will need to be evaluated in relation to target groups.

For Merit standard, learners will explore local and national provision of sport. They will need to outline the strengths and areas for improvement. Using local and national examples from the majority of the tiers from the sport development continuum pyramid, learners will show clear details and give evidence to support a view on participation, detailing areas for improvement.

For Pass standard, learners will give a clear account in their own words of the relevant features and information about each level of the sport development continuum. Learners will consider barriers to participation for individuals from some of the different levels of the sport development continuum. Learners will look at different sport development providers in their country, including their structures and roles. Learners will describe ways in which people participate in sport and reasons for participation.

Learning aim C

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

For Merit standard, learners will identify the main factors relating to the roles and responsibilities of three different providers working in three different types of sports development organisations that are extended to explain the similarities, differences, advantages and disadvantages.

For Pass standard, learners will show clear details and give evidence to support a view of the roles and responsibilities of three different providers working in three different types of sports development organisations.

Links to other units and curriculum subjects

This unit links to:

- Unit 3: Business Skills in Sport
- Unit 9: Planning and Leading Sports Events
- Unit 13: Work Experience in the Sports Industry.

Employer involvement

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

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop the following skills:

- organisational
- problem solving
- communication
- critical thinking
- initiative and enterprise.

Unit 5 Practical Sport

Level: 2

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will study the rules, regulations, skills, techniques and tactics through participation and application of these in a team or an individual sport.

Unit introduction

Taking part in physical activity and sport has many physical and mental health benefits. These include increased cardiovascular fitness, bone health, decreased risk of obesity, improved sleep, and reduce stress. The World Health Organisation (WHO) claimed that 2 billion adults were overweight, which equates to 39% of the adult population. The WHO states that 13% of the world's adult population is overweight. It is because of these figures that governments across the world look to physical activity and sports to play its part in overcoming this crisis.

In this unit you will further develop your understanding of the rules and regulations of a team and individual sport. This will be developed through both research and application of the rules and regulations of different sports. You will also develop your practical performance in different sports, which will be achieved through developing a greater understanding of the application of the relevant skills, techniques and tactics. In developing this understanding, you will also further develop your ability to review the application of the skills, techniques and tactics of yourself and others. You will also further develop the knowledge that you have developed from other units through the completion of this unit.

This unit will enable you develop a greater understanding of officiating and performing in different sports. Through developing this understanding in these areas you could consider pursuing further study, learning and experience in leadership, coaching and officiating.

Learning aims

In this unit you will:

- A** Explore the rules, laws and regulations, and the roles and responsibilities of officials in selected sports
- B** Know the skills, techniques and tactics required to participate in selected sports
- C** Demonstrate skills, techniques and tactics in selected sports
- D** Carry out a review of performance of self and others in selected sports.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the rules, laws and regulations, and the roles and responsibilities of officials in selected sports	A1 Rules, laws and regulations of selected sports A2 Types of officials A3 Roles and responsibilities of officials A4 Applications of the rules, laws and regulations	Written evidence including promotional materials that show understanding of the basic rules, laws and regulations of two different sports for beginners in each of the sports.
B Know the skills, techniques and tactics required to participate in selected sports	B1 Skills required to perform in a sport B2 Techniques of each of the skills B3 Tactical demands required to perform in a sports performance	Document that summarises the skills techniques and tactics required in each sport. Video evidence of learners performing in a team and an individual sport in training and competition situations. Learners will produce performance checklists that will enable them and others to assess the application of skills, techniques and tactics required to participate in sport effectively. Using the checklists learners will review their own performance in a team and an individual sport, and produce a plan of activities that can be implemented to further develop their performance in the future.
C Demonstrate skills, techniques and tactics in selected sports	C1 Safe and appropriate participation C2 Correct application of skills, techniques and tactics C3 Effective use of skills, techniques and tactics in specific practices or situations	
D Carry out a review of performance of self and others in selected sports	D1 Assessment methods to review the performance of the skills and techniques in selected sports D2 Reviewing performance in selected sports D3 Developments to improve performance	

Content

Learning aim A: Explore the rules, laws and regulations, and the roles and responsibilities of officials in selected sports

A1 Rules, laws and regulations of selected sports

Team sport – more than one participant competing together against other team(s).

Individual sport – one participant competing against other individual participant.

- Sport, e.g:
 - football
 - golf
 - rugby union
 - cricket
 - badminton
 - athletics
 - basketball
 - orienteering
 - volleyball
 - mountain biking
 - tennis
 - wheelchair basketball
 - wheelchair tennis
 - boccia
 - goal ball.
- Rules, laws and regulations as published by governing body, e.g.:
 - court/pitch layout
 - playing surface
 - fouls and sanctions
 - number of players
 - substitutions
 - time
 - facilities and equipment
 - scoring systems – methods of victory.

A2 Types of officials

- As appropriate to sport, e.g.:
 - umpire
 - line judges
 - timekeepers
 - scorers
 - linesmen
 - referees
 - fourth officials
 - video referee
 - judges.

A3 Roles and responsibilities of officials

- Roles, e.g.:
 - peacemaker
 - disciplinarian
 - judge
 - communication
 - timekeeper
 - scorekeeper.
- Responsibilities, e.g.:
 - interpretation of the rules
 - application of rules
 - health and safety
 - communicating information
 - establishing and maintaining relationships
 - scoring.

A4 Applications of the rules, laws and regulations

- Different sporting situations, e.g.:
 - player in illegal position
 - awarding of a scoring point
 - player injured
 - ball out of play
 - illegal challenge
 - un-sportspersonship behaviour.
- Application of rules/laws and regulations, e.g.:
 - stopping play if appropriate
 - playing advantage (if appropriate)
 - communication – use of whistle, hand signals
 - sanctions if appropriate
 - restarting play.

Learning aim B: Know the skills, techniques and tactics required to participate in selected sports

B1 Skills required to perform in a sport

Skills required in specific sports, and the applied technique of the skill for effective participation.

- Skills, as appropriate for the selected sports, e.g.:
 - running
 - jumping
 - passing
 - shooting
 - applying skills with equipment.

B2 Techniques of each of the skills

- Execution of the skill – breakdown of how the techniques of the skills are applied for effective participation.

B3 Tactical demands required to perform in a sports performance

Tactics should be relevant to specific sports.

- Defending and attacking, e.g.:
 - formations of participants
 - shot selections
 - movement around the competitive area
 - body position
 - phases of play
 - use of space
 - decision-making
 - communication
 - environmental conditions.

Learning aim C: Demonstrate skills, techniques and tactics in selected sports**C1 Safe and appropriate participation**

- The demonstration of skills, techniques and tactics within a controlled environment, for example no competition, drills, set plays.
- Adhere to rules/laws and regulations for each sport.
- Follow appropriate health and safety guidelines and consider appropriate risk management strategies in physical activity and sport.

C2 Correct application of skills, techniques and tactics

- The tactics relevant to the selected sport and practice/situation.
- Relevant skills and techniques.
- The relevant tactics.

C3 Effective use of skills, techniques and tactics in specific practices or situations

- Isolated practices, e.g.:
 - single skill practice
 - no opposition
 - controlled environment.
- Conditioned practices, e.g.:
 - small-sided games
 - limited number of touches
 - set number of defenders or attackers
 - amended playing area.
- Competitive situations, e.g.:
 - full-sided games
 - under NGB rules/laws with match officials
 - appropriate opposition.

Learning aim D: Carry out a review of performance of self and others in selected sports

D1 Assessment methods to review the performance of the skills and techniques in selected sports

- SWOT (strengths, weaknesses, opportunities, threats) analysis, performance profiling.
- Use of technology, e.g.:
 - performance analysis software
 - video recordings.
- Testing.
- Interviews.
- Subjective.
- Observations.
- Objective performance data.
- Qualitative.
- Quantitative.
- Devising an observation checklist to assess performance of individual performance.
- Assessment criteria:
 - success
 - failure.
- Recording mechanisms, e.g.:
 - tally charts
 - grading criteria e.g. 1-10, A-E
 - performance levels e.g. elite, beginner.

D2 Reviewing performance in selected sports

- Using the selected assessment methods.
- Reviewing the performance, e.g.:
 - strengths and areas for improvement
 - skills and techniques
 - tactics
 - application of rules
 - effectiveness of decision making.

D3 Developments plan to improve performance

- Improvements to performance following the review.
- Aims and objectives.
- Short- and long-term goals.
- Specific, measurable, achievable, realistic, time-bound (SMART) targets.
- Activities to improve performance:
 - specific training programme
 - specific experts – coaching, nutritionist, strength and conditioning coach
 - where to seek help and advice.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the rules, laws and regulations, and the roles and responsibilities of officials in selected sports		A.D1 Justify how the application of the rules and laws by officials in a team and individual sport can be improved.
A.P1 Describe the rules, laws and regulations of a team and an individual sport. A.P2 Describe the roles and responsibilities of officials from a team and an individual sport. A.P3 Apply the rules of a selected sport in given situations for a team and an individual sport.	A.M1 Explain the roles and responsibilities of officials when applying the rules in given situations in a team and an individual sport and assess the rules/laws and regulations of each sport.	
Learning aim B: Know the skills, techniques and tactics required to participate in selected sports		BC.D2 Demonstrate in a competitive situation the effective application of the relevant skills, techniques and tactics for a team sport and an individual sport.
B.P4 Describe the basic skills, techniques and tactics required to participate in a team or an individual sport.	B.M2 Explain the skills, techniques and tactics required to effectively participate in a team or an individual sport.	
Learning aim C: Demonstrate skills, techniques and tactics in selected sports		D.D3 Evaluate own strengths and areas for improvement in either a team or an individual sport, justifying recommended activities to improve own performance.
C.P5 Demonstrate basic skills, techniques and tactics effectively, in a selected team and individual sport in isolated practices.	C.M3 Demonstrate skills, techniques and tactics effectively, in a selected team and individual sport in conditioned practices.	
Learning aim D: Carry out a review of performance of self and others in selected sports		D.D3 Evaluate own strengths and areas for improvement in either a team or an individual sport, justifying recommended activities to improve own performance.
D.P6 Use an observation checklist to effectively review own performance in either a team or an individual sport. D.P7 Review own performance in either a team or an individual sports, describing strengths and areas for improvement.	D.M4 Present a clear personal development plan considering own strengths and areas for improvement, identifying activities to improve performance.	

Essential information for assignments

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

There is a suggested maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

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

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

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to the equipment and facilities required to deliver the chosen team and individual sports. The assessors who are facilitating this unit should also be adequately qualified and experienced to deliver the chosen sports to the learners.

Essential information for assessment decisions

It is important video evidence is provided for any of the criteria is assessed practically. This may include other components of the unit in addition to the practically assessed components that will be required as evidence for learning aim B and C.

Learning aim A

For Distinction standard, learners are required to provide a justification and rationale of how they would amend the rules of a team and an individual sport to improve the experience for the performers and/or the spectators. This could include the additional of new changes to existing rules/laws and regulations or the inclusion of new laws/rules or regulations.

For Merit standard, learners are required to provide specific examples from their own experiences and those from observing elite sport of how officials have effectively demonstrated their roles and responsibilities in a team and individual sport. For each of the four situations to which learners have applied the rules, learners should apply examples of how each rule has been applied correctly by an official. This could include video evidence and a written or verbal summary as to why the rule has been applied correctly. Learners are also required to assess the rules/laws of the sport and consider particular rules that they would enforce to make the sport more entertaining for the performers or the spectators.

For Pass standard, learners are required to summarise the basic rules/laws and regulations of a team and an individual sport. The summary should include the facility requirements to play the sport, which may include the size of the boundaries, the type of surfaces and any other conditions required to play the sport within the laws/rules. It should also include the number of participants and if appropriate substitutions allowed during a competitive situation. The method of victory should be included in the summary and, if appropriate, the duration of a competitive match/game. The summary should also include an overview of the required kit and equipment required to be worn by the participants and officials. In addition to the summary of the rules, learners are also required to summarise the roles and responsibilities of each of the officials required to officiate a grass-roots competitive situation. The summary should include how officials have applied their responsibilities during a competitive situation and how they have ensured that participants, coaches, spectators and other officials are kept safe at all times. Learners are also required to provide an outline of how to apply the rules for one sport in four different situation, which should be derived from a competitive situation, and outline step by step what an official or officials are required to do apply the rules for each given situation.

Learning aims B, C and D

For Distinction standard, learners will take part in a competitive situation in both a team and individual sport, and effectively apply the relevant skills, techniques and tactics. Learners should have a clear impact on the outcome of their own performance and that of their team when appropriate, and the skills/techniques and tactics should be applied by the learner with confidence. The evidence should demonstrate that the performance of the skills, techniques and tactics is competent and effective. It does not mean that the learner has to win in each competitive situation. Learners will produce a written summary that assesses the strengths and areas for improvement in each sport, outlining the rationale for the results provided. Learners will also justify why the activities outlined in the development plan will support further development for the learners in each sport.

For Merit standard, learners will provide examples of how skills, techniques and tactics have been effectively applied by elite sports performers in their chosen sports (one team or one individual). The examples can be visual, and the summary of the effective application can be provided either in writing or as an audio commentary. Learners will also apply the appropriate skills, techniques and tactics in a team and individual sport in conditioned practices. The application of skills, techniques and tactics may well be position specific, so not all skills, techniques and tactics will be required to be applied if this is the case. All practices must be undertaken in a safe and appropriate manner. Learners will also produce a personal development plan that considers activities that they themselves will apply over a set period of time to improve their overall performance in a team and an individual sport. The development plan should include clear aims and objectives for development that can be applied to short- and long-term goals. The plan for each sport should be set using SMART targets.

For Pass standard, learners will produce a written summary of the basic skills, techniques and tactics required to participate in a team or an individual sport. The target audience for the summaries should be complete novices to each sport. Learners are required to participate in a team or an individual sport in isolated practices. Within each practice learners are required to apply the appropriate skills, techniques and tactics as determined by the practice. Learners should participate in at least two attacking and two defending specific practices for each sport ensuring that these practices are undertaken in a safe and appropriate manner. Learners will produce an observation checklist for each sport that can be used to assess the effective application of the skills, techniques and tactics that have been identified for the team and individual sport. Using the checklists, learners will assess their performance and complete a review summarising their strengths and areas for improvement in each sport.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: Principles of Fitness and Fitness Testing
- Unit 2: Training for Personal Fitness
- Unit 14: Exercise and Fitness Instruction.

Employer involvement

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

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate sports/leisure centres and organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop teamworking and planning skills as well as communication skills.

Unit 6: Leadership in Sport

Level: 2

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will study the attributes and responsibilities associated with successful sports leadership together with developing the key principles needed to lead successfully.

Unit introduction

Sports leadership can take the form of many different roles including teacher, sports coach or fitness instructor. With participation levels rising each year there is a growing emphasis on recruiting more leaders in sport, from fully qualified coaches to volunteers. Developing good-quality leaders helps to support the growing industry and provides a range of exciting opportunities in the sports and leisure industry.

This unit will develop your understanding of the main attributes and responsibilities of leadership in sport. It will highlight the relationship between these attributes and responsibilities and their contribution to successful sports leadership.

The unit will develop your leadership experiences from its practical involvement and investigation into the different leadership styles. It will give you the opportunity to lead a sports session. You will practise, develop and then demonstrate your leadership, reviewing your own performance and suggesting strategies to improve future leadership performance.

Learning aims

In this unit you will:

- A** Understand the attributes and responsibilities associated with successful sports leadership
- B** Investigate different leadership styles used for leading sports activities
- C** Demonstrate effective leadership in sport.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the attributes and responsibilities associated with successful sports leadership	A1 Sports leaders A2 Attributes of a sports leader A3 Responsibilities of a sports leader	Article for a newspaper/website on the key attributes and responsibilities and how these can contribute to successful sports leadership.
B Investigate different leadership styles used for leading sports activities	B1 Leadership style and suitability for leading sport activities B2 Developing an effective leadership style B3 Session planning	A log or diary that reviews the investigation into leadership principles, together with an appropriate plan for the selected sports activity and leadership style.
C Demonstrate effective leadership in sport	C1 Lead an activity session C2 Review leadership in sport C3 Write an action plan	Video evidence of the leadership of a sports session, together with a written review of performance and a suggested plan for future leadership improvement.

Content

Learning aim A: Understand the attributes and responsibilities associated with successful sports leadership

A1 Sports leaders

- Leadership examples, e.g. sports coaches, activity leader, teacher, fitness instructor, school/college coaches, local club coaches, national club coaches, amateur coaches, team captains.

A2 Attributes of a sports leader

Learners should understand how the different attributes contribute to successful sports leadership, and how these attributes may differ depending on the leadership role undertaken or the type of sport delivered.

- Skills of a leader, e.g.:
 - communication, e.g. verbal and non-verbal
 - organisation of equipment
 - knowledge of the sport
 - activity structure
 - target setting
 - time management
 - use of language
 - reflection.
- Qualities of a sports leader, e.g.:
 - appearance
 - enthusiasm
 - confidence
 - motivation
 - personality.

A3 Responsibilities of a sports leader

Learners should understand how the different responsibilities contribute to successful sports leadership.

- Responsibilities, e.g.:
 - professional conduct
 - health and safety of participants, spectators, self and others
 - equality
 - legal obligations, e.g. duty of care, safeguarding young people
 - ethics and values
 - rules and regulations of specific sports
 - knowledge of the coaching environment.

Learning aim B: Investigate different leadership styles used for leading sports activities

B1 Leadership style and suitability for leading sports activities

Learners should have an understanding of the different types of leadership style and the factors to consider when selecting an appropriate leadership style.

- Leadership styles:
 - autocratic
 - democratic
 - laissez-faire.
- Factors to consider when choosing a leadership style, e.g.:
 - type of activity to be delivered
 - ability and experience level of the group
 - participant information, e.g. age, number, medical needs
 - safety requirements.

B2 Developing an effective leadership style

- Developing leadership skills, e.g.:
 - communication skills and techniques for group management
 - effective instruction and delivery
 - positioning when leading a group
 - creating rapport and motivating participants
 - providing effective feedback.
- Selecting, organising and delivering appropriate activities, e.g. drills, practices, relays, small-sided games, competitions.
- Adapting activities to promote development of performance:
 - types of practice, e.g. isolated practices, conditioned practices, competitive practices
 - participants, e.g. size of group, roles of individuals in practices, adapting activity to allow all participants to take part.

B3 Session planning

- Types of sports activities, e.g. team sports, individuals sports, fitness activities
- Components of a session, e.g.:
 - warm up
 - main component
 - cool down.
- Participant needs, e.g. age, ability, gender, numbers, medical needs.
- Aims and objectives e.g. target setting, expected outcomes.
- Resources, e.g. facility, equipment, time.
- Health and safety considerations, such as risk assessment.
- Preparing for different feedback opportunities, e.g. participants, assessor, observer, self.
- Planning for feedback methods, e.g. questionnaires, verbal feedback, comment cards, observation records.
- Recording the session, e.g. equipment, location, responsibility to film.

Learning aim C: Demonstrate effective leadership in sport**C1 Lead an activity session**

Learners are required to lead a sports activity that should demonstrate their leadership.

- Skills.
- Qualities.
- Responsibilities.
- Leadership style.

C2 Review leadership in sport

- Learners should use the feedback and footage collected to review their leadership in sport.
- Skills of a leader.
- Qualities of a leader.
- Responsibilities of a leader.
- Leadership style and principles.

C3 Write an action plan

Learners should use their leadership review to create an action plan to support the development of their future sports leadership performance.

- Completion of strengths, weaknesses, opportunities, threats (SWOT) analysis.
- Development plan to improve future performance as a sports leader, e.g. qualifications, mentorship, shadowing, volunteering.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the attributes and responsibilities associated with successful sports leadership		A.D1 Analyse, using relevant examples, how attributes and responsibilities contribute to successful sports leadership.
A.P1 Describe, using relevant examples, the attributes required for sports leadership. A.P2 Describe, using relevant examples, the responsibilities required for sports leadership.	A.M1 Explain, using relevant examples, how attributes and responsibilities contribute to successful sports leadership.	
Learning aim B: Investigate different leadership styles for leading sports activities		B.D2 Analyse, using practical examples, the different leadership styles needed to be a successful sports leader and plan a detailed sports activity session analysing why the proposed leadership style has been selected.
B.P3 Describe, using practical examples, the different leadership styles available for leading sports activities. B.P4 Plan a sports activity session commenting on the proposed leadership style.	B.M2 Explain, using practical examples, the different leadership styles available for leading sports activities. B.M3 Plan a detailed sports activity session explaining why the proposed leadership style has been selected.	
Learning aim C: Demonstrate effective leadership in sport		C.D3 Review own leadership in sports, producing an action plan to support future development as a sports leader.
C.P5 Demonstrate basic leadership skills when leading a sports activity, identifying own strengths and areas for improvement.	C.M4 Demonstrate comprehensive leadership skills when leading a sports activity, describing own strengths and areas to improve.	

Essential information for assignments

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

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aim: B (B.P3, B.P4, B.M2, B.M3, B.D2)

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

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- appropriate equipment to lead activity sessions
- a sports or recreational facility, e.g. sports hall, games field
- health and safety policies and procedures
- video recording equipment.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will provide a clear analysis of the relationship between the attributes (skills and qualities) and responsibilities needed to be a successful sports leader. The analysis should detail the contribution of the relevant attributes and responsibilities to successful sports leadership. Learners should use a range of sports leaders and practical examples to support their analysis.

For Merit standard, learners will explain, by giving reasons, how the attributes (skills and qualities) and responsibilities contribute to being a successful sports leader. Learners will identify the purpose of the relevant attributes and responsibilities and explain their importance in being a successful sports leader. The explanations should be detailed and include clear examples of a range of sports leaders and practical examples throughout the work.

For Pass standard, learners will describe the key attributes (skills and qualities) and responsibilities needed to be a successful sports leader. A range of different sports leaders and practical examples should be used to highlight how the attributes and responsibilities can contribute to successful sports leadership.

Learning aim B

For Distinction standard, learners must analyse in detail each of the leadership styles they have investigated, detailing the relationship between the leadership style and being a successful sports leader. The analysis should incorporate both positive and negative considerations by detailing their impact on or possible consequence for sports leadership. Learners will produce a detailed session plan that analyses why they have chosen their proposed leadership style, providing detailed accounts of the potential impact the leadership style will have on the session outcomes.

For Merit standard, learners should complete a diary or log that explains in detail the leadership styles they have investigated and how each one supports successful sports leadership. Learners will produce a detailed session plan, which explains why they have chosen their proposed leadership style.

For Pass standard, learners should complete a diary or log that describes the leadership styles they have investigated and how each one supports successful sports leadership. Learners will produce a suitable session plan with appropriate commentary on the proposed leadership style to be used in the session.

Learning aim C

For Distinction standard, learners will provide a detailed review of their leadership and how their leadership skills, qualities, responsibilities and leadership style impacted their leadership performance. Learners will use a range of feedback generated to complete a SWOT analysis of their leadership. Learner action plans will include at least three areas for improvement of their leadership. SMART targets detailing how these improvements will be made will highlight the actions required to improve future performance as a sports leader.

For Merit standard, learners will demonstrate their leadership ability by delivery a sports activity. The session should be video recorded so it can provide evidence of the participants' leadership (skills, qualities, responsibilities and leadership style) and can be used to support the review process. Learners will provide a detailed description of their own leadership strengths showing awareness of the impact their skills, qualities, responsibilities and leadership style had on performance. Learners will describe areas they could improve on to develop the quality of their leadership in the future. Learners will refer to at least two different pieces of feedback to support their descriptions.

For Pass standard, learners will demonstrate their leadership ability by delivering a sports activity. The session should be video recorded so it can provide evidence of the participants' leadership (skills, qualities, responsibilities and leadership style) and can be used to support the review process. Learners will review their leadership in sport by identifying their own strengths from the session and by identifying areas to improve their leadership in the future. Learners may refer to some of the feedback generated when reviewing their performance.

Links to other units and curriculum subjects

This unit links to:

- Unit 5: Practical Sport
- Unit 9: Planning and Leading Sports Events
- Unit 15: Outdoor and Adventurous Activities.

Employer involvement

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

- workplace observations and industry visits
- guest speakers.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop communication, problem-solving and self-management and development skills.

Unit 7: Anatomy and Physiology for Sport

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners gain an understanding of the human body and the number of different systems that help it function.

Unit introduction

As a sports performer, it is essential that you know how the body functions under normal resting conditions, so that you can then start to appreciate how the different body systems work together in an effective manner to produce efficient movement for sports performance. This knowledge is also important if you are thinking about progressing to further qualifications in the sports and exercise sciences and/or a career in the sport and active leisure industry.

In this unit, you will be introduced to anatomy and physiology and the role that two main body systems have in the production of skilled and efficient movement. You will look at the structure of the musculoskeletal system, including joints, skeletal muscles, different muscle types, and muscle and joint movements related to sports performance. You will also look at the structure and function of the cardiorespiratory system, including thermoregulation and gaseous exchange.

The unit explores how the human body works in relation to these body systems, and in doing so enables you to start to understand and appreciate how the body systems can be effective in attaining optimal sports performance.

This unit is particularly important if you are considering a career in the sport and active leisure industry as a sports coach or personal trainer. This unit is also important if you are considering progression on to a higher level qualification in sport or related areas, where knowledge of human anatomy and physiology is essential.

Learning aims

In this unit you will:

- A** Know about the structure and function of the musculoskeletal system
- B** Know about the structure and function of the cardiorespiratory system.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know about the structure and function of the musculoskeletal system	A1 Structure of the musculoskeletal system A2 Functions of the musculoskeletal system A3 Joints	A written booklet/report on the use of the musculoskeletal system of the body in a variety of sports-specific movements.
B Know about the structure and function of the cardiorespiratory system	B1 Structure of the cardiovascular system B2 Structure of the respiratory system B3 Functions of the cardiovascular system B4 Functions of the respiratory system	A presentation showing the importance of the cardiovascular system during performance.

Content

Learning aim A: Know about the structure and function of the musculoskeletal system

A1 Structure of the musculoskeletal system

- Major muscles and their location, e.g. triceps, biceps, quadriceps, hamstrings, deltoids, gluteus maximus, gastrocnemius, abdominals, obliques, pectorals, trapezius, latissimus dorsi, soleus, erector spinae.
- Types of muscles – voluntary/skeletal, involuntary/smooth, cardiac/heart:
 - location (skeletal, stomach, intestines, heart)
 - characteristics (conscious, body movement, unconscious control).
- Voluntary muscle movements – antagonistic muscle pairs.
- Types of contraction – concentric, eccentric and isometric.
- Muscle fibre types – type I, type IIa and type IIb.
- Bones of the skeletal system and their location – cranium/skull, sternum, ribs, vertebral column, clavicle, scapula, humerus, radius, ulna, pelvis, femur, tibia, fibula, patella.
- The vertebral column – cervical, thoracic, lumbar, sacrum and coccyx.
- Types of bone – long, short, flat, irregular and sesamoid.
- Parts of the skeletal system – axial and appendicular.

A2 Functions of the musculoskeletal system

- Protection of many vital organs
- Muscle attachment and movement, e.g. the joints between bones permit movement.
- Shape – the skeletal system gives shape to the body.
- Support – the skeletal system forms a framework to support the body.
- Blood production – red blood cells are produced in the bone marrow of long bones.
- Storage of minerals, e.g. calcium, phosphorus, sodium and potassium.
- Application of the functions to a range of different sports activities.
- Movement.
- Muscle fibre types – type I, type IIa and type IIb.

A3 Joints

- Classification of joints – fixed, slightly moveable and freely moveable.
- Types of freely moveable/synovial joints, e.g.:
 - hinge
 - ball and socket
 - condyloid
 - pivot
 - saddle
 - gliding.
- Synovial joint structure – capsule, bursa, bone ends, membrane, synovial fluid, tendon, ligament.
- Joint movement – flexion, extension, adduction, abduction, rotation, circumduction, plantarflexion, dorsiflexion, elevation, depression.

Learning aim B: Know about the structure and function of the cardiorespiratory system

B1 Structure of the cardiovascular system

- Structure and location of different parts of the cardiovascular system – atria, ventricles, septum, valves, aorta, pulmonary vein, pulmonary artery, vena cavae.
- Heart:
 - valves
 - ventricles
 - atria
 - coronary arteries.
- Blood vessels – types:
 - arteries:
 - have thick muscular and elastic walls
 - mostly carry oxygenated blood away from the heart under high pressure around the body and into smaller vessels called arterioles (the exception is the pulmonary artery, which carries deoxygenated blood from the heart's right ventricle to the lungs)
 - capillaries:
 - have small, very thin, permeable walls, which are only one cell thick
 - transport blood from the arteries to the veins by uniting arterioles and venules
 - oxygen, carbon dioxide, nutrients and waste products are exchanged through the capillary walls
 - veins:
 - have thin walls, blood flows from capillaries into venules, eventually forming veins
 - mostly carry deoxygenated blood from the body towards the heart under low pressure (the exception is the pulmonary vein, which carries oxygenated blood from the lungs back to the left atrium of the heart)
 - valves in the veins prevent blood flowing backwards, helping venous return
 - differences between blood vessels.

B2 Structure of the respiratory system

- Structure and location of different parts of the respiratory system – epiglottis, trachea, lungs, bronchi, bronchioles, alveoli, diaphragm, intercostal muscles:
 - nasal cavity:
 - air is warmed by blood
 - filtered by cilia
 - moistened by mucus.
 - trachea:
 - strengthened by rings of hyaline cartilage to prevent collapse.
 - pleural membranes:
 - lining lungs and thoracic cavity
 - pleural fluid between them lubricates movement of lungs and prevents damage.

B3 Functions of the cardiovascular system

- Functions of the cardiovascular system, e.g.:
 - circulates oxygen within the body to vital organs and muscles
 - circulates carbon dioxide within the body, away from vital organs and muscles
 - provides cells with nutrients
 - transports hormones to cells and organs
 - protects the body against disease and infection
 - stops bleeding after injury by clotting
 - regulates body temperature by thermoregulation.
- Internal temperature increase:
 - vasodilation of vessels – blood vessels (arterioles) under the skin increase in diameter (dilate), increasing blood flow to the capillaries under the surface of the skin, and heat is lost through the skin via radiation
 - sweat glands produce sweat, which evaporates from skin and has a cooling effect.
- Internal temperature decrease:
 - vasoconstriction of vessels – blood vessels (arterioles) under the skin decrease in diameter (constrict), decreasing flow of warm blood to the capillaries under the surface of the skin, so very little heat is lost by radiation
 - blood is redirected away from the surface of the skin to the body's warm core, thus reducing heat loss
 - the skin and subcutaneous fat give insulatory benefits
 - metabolic heat can also be generated by shivering.

B4 Functions of the respiratory system

- Functions of the respiratory system (mechanics of breathing, gaseous exchange):
 - inspiration – external intercostal muscles contract, raising ribs, causing inspiration and the diaphragm flattens. The volume increases and pressure decreases, air rushes in
 - expiration – internal intercostal muscles contract, lowering ribs, causing expiration and diaphragm becomes dome-shaped. The volume decreases and pressure increases, forcing air out
 - gaseous exchange – oxygen is breathed in and enters the lungs. By a process called gaseous exchange, oxygen passes (by diffusion) from the alveoli into the blood and is circulated around the body. Carbon dioxide is returned to the lungs and by the process of gaseous exchange is removed from the blood and enters the alveoli in the lungs to be breathed out.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Know about the structure and function of the musculoskeletal system		
A.P1 Describe the structure and function of the musculoskeletal system. A.P2 Describe the different classifications and types of joints.	A.M1 Explain the structure and functions of the musculoskeletal system and how it affects sports performance.	A.D1 Analyse the function of the musculoskeletal system, the different fibre types and the effect on sports performance.
Learning aim B: Know about the structure and function of the cardiorespiratory system		
B.P3 Describe the structure and function of the cardiovascular system. B.P4 Describe the structure and function of the respiratory system.	B.M2 Explain the structure and functions of the cardiorespiratory system and how it affects sports performance.	B.D2 Analyse the functions of the cardiorespiratory system and the effect on sports performance.

Essential information for assignments

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

There is a suggested maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners will benefit from having access to exercise physiology laboratory equipment and models and/or images relating to the body systems, for example a skeleton.

Essential information for assessment decisions

Learning aim A

Learners must consider all parts of the structure and functions of the musculoskeletal system, including the classification of joints. Additionally, learners should understand the nature of the different muscle fibre types and how they contribute to the performance of different sporting movements.

For Distinction standard, learners will focus on analysing sports performers and the body systems' involvement in these activities. Evidence should include the components of the skeletal system (i.e. bones, joints, movement types) and muscular system (i.e. muscles used, fibre types, contraction). Learners will also compare and contrast how the systems are affected by exercise and link back to the examples provided. Within the analysis, the fibre types must be acknowledged clearly and used to highlight key sports or exercise that they would be best suited to. Furthermore, it must be clearly emphasised that sports performers can have a range of types and these are beneficial for different parts of sport, not just for each sport.

For Merit standard, learners will explain the structure and functions of the musculoskeletal system and provide details throughout. The functions will be linked to sporting activities or movements that occur during activities. A detailed examination of these key elements will be included. They will need to include a substantial amount of key information and provide suitable evidence.

For Pass standard, learners will give clear evidence of the key elements of each of the two main systems within the musculoskeletal system including major muscles and bones of the skeletal system. Learners will give a clear, objective account in their own words of the structure and functions of the musculoskeletal system. Learners will describe the structure in full, with a clear understanding of how the systems are made up. They will then be able to demonstrate a clear understanding of the functions of these systems and how they link to sport and/or movements. Learners must also describe the classifications and types of joint that will allow movement during sporting activities.

Learning aim B

Learners must consider all parts of the structure and functions of the cardiorespiratory system.

For Distinction standard, learners will focus on analysing sports performers and the body systems' involvement in these activities. Evidence should include the components of the cardiovascular and respiratory systems (i.e. components of the system in use, functions of the systems). Learners will also compare and contrast how the systems are affected by exercise and link back to the examples provided. The mechanism of breathing and how this links to diffusion is key for this criteria, where it is important to relate this to sport and how it is affected. Learners would also be expected to include 'taking up' oxygen into the body in order to produce energy and how the body 'unloads' carbon dioxide, a waste product of respiration, from the body.

For Merit standard, learners will explain the structure and functions of the cardiorespiratory system and provide details throughout. The functions will be linked to sporting activities or movements that occur during activities. A detailed examination of these key elements will be included. They will need to include a substantial amount of key information and provide suitable evidence.

For Pass standard, learners will give clear evidence of the key elements of each of the two main systems within the cardiorespiratory system. Evidence should include the structure and location of different parts of the cardiovascular and respiratory systems. Learners will give a clear, objective account in their own words of the structure and functions of the cardiorespiratory system. Learners will describe the structure in full, with a clear understanding of how the systems are made up. They will then be able to demonstrate a clear understanding of the functions of these systems and how they link to sport and/or movements.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: Principles of Fitness and Fitness Testing
- Unit 2: Training for Personal Fitness
- Unit 8: Sports-related Injuries and Illnesses
- Unit 12: Nutrition for Sports Performance
- Unit 14: Exercise and Fitness Instruction.

Employer involvement

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

- guest speakers
- practical sessions to highlight theory
- work experience.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills, as well as carrying out a set of instructions.

Unit 8: Sports-related Injuries and Illnesses

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners explore the different common injuries and illnesses that can affect a sports performer.

Unit introduction

Have you ever had an injury that has prevented you from playing sport? Sports injuries can affect not only professional athletes but anyone who takes part in physical activity and exercise.

As a result of an injury an athlete might temporarily lose the ability to participate in their training programme or sport, and they may also feel concerned and stressed about how their injury may threaten and/or impact on their continued participation in sport in the future.

Everyone involved in sport needs to understand how sports injuries can occur, how to manage them when they do happen and how to avoid injuries occurring in the first place. If you are in charge of a sports event, perhaps working in sports leadership or coaching, you need to be aware that sports injuries can happen however careful you are. This unit provides you with some basic information on some common injuries, their care and treatment. You will explore the people, equipment and environment-related risks and hazards associated with sports participation. You will also look at different types and causes of sports injuries and illnesses, consider the responses to injury and gain knowledge about injury care.

Knowledge of sports injuries, their causes and how to respond to them is relevant if you are considering working in the sport and active leisure industry in any capacity, but especially in roles such as a sports coach or as a personal trainer.

Learning aims

In this unit you will:

- A** Explore the risks and hazards associated with sports participation
- B** Discuss different injuries and illnesses associated with sports participation
- C** Describe the response to injury and injury care.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the risks and hazards associated with sports participation	A1 People-related risks and hazards A2 Equipment-related risks and hazards A3 Environment-related risks and hazards	Information to include common hazards linked to the environment, different people and equipment for sports participation. Poster presentation or presentation notes and slides. Observation record.
B Discuss different injuries and illnesses associated with sports participation	B1 Causes of injury B2 Types of injury B3 Types and signs of illness	Discussing the different types of common sports injuries and how they may be caused along with recognition of some common illnesses. Small group presentation, individual presentation or production of a leaflet. Presentation notes and slides. Observation record.
C Describe the responses to injury and injury care	C1 Physiological responses to injury C2 Psychological responses to injury C3 Basic care of physiological injuries C4 Basic care to help support recovery C5 Basic care of psychological injuries	Description of the how the body responds physically to common injuries to aid recovery. Discussion around the effects on mental health for an injured sports performer throughout rehabilitation. Outline of the different treatments that can be used to aid recovery and their effects on the body. Production of injury care cards for all first aiders/ staff. Role play activities: <ul style="list-style-type: none"> recordings and/or photographic evidence of learners completing role play activities. observation records/witness statements showing learners' achievement against the target criteria.

Content

Learning aim A: Explore the risks and hazards associated with sports participation

A1 People-related risks and hazards

- Warm-up and/or cool down, e.g. inappropriate, lack of.
- Physique, e.g. mismatch of physique between opponents, inappropriate physique for a sport or playing position.
- Drugs, e.g. alcohol, recreational drugs, drug-induced aggressive play.
- Technique – poor technique can give rise to inappropriate movements, e.g. overstretching, over-striding.
- Skill level, e.g. injuries can occur if players play against each other but have very different skills, e.g. children playing against adults, elite against recreational.
- Over-training, e.g. not allowing the body sufficient time to recover between training sessions, which can lead to injury as it causes fatigue and burnout.

A2 Equipment-related risks and hazards

- Lack of protective clothing.
- Lack of protective equipment.
- Damaged equipment.
- Wrong equipment.
- Incorrect use of equipment.

A3 Environment-related risks and hazards

- Temperature, e.g. dehydration in hot weather, risk of muscle strain in cold weather.
- Weather, e.g. rain causing flooding or a muddy pitch.
- Playing surface, e.g. skin abrasions from falling on artificial turf, 3G/4G.

Learning aim B: Discuss different injuries and illnesses associated with sports participation

B1 Causes of injury

- Physiological causes:
 - overuse
 - intensity
 - gravity
 - intrinsic factors, e.g. alignment, effect of levers, loading
 - extrinsic factors, e.g. other participants, equipment.
- Psychological causes:
 - stress
 - reduced concentration
 - personality factors, e.g. trait anxiety.

B2 Types of injury

- Basic injuries, e.g.:
 - muscular injuries, e.g. strains, sprains, bruising
 - skin injuries, e.g. grazes, cuts, blisters.
- Complex injuries, e.g.:
 - over-use injuries, e.g. tendonitis, shin splints, Osgood-Schlatter disease
 - concussion
 - dislocations and fractures
 - back and spinal cord injuries.

B3 Types and signs of illness

- Asthma (wheezing and shortness of breath).
- Heart attack (chest pain).
- Viral infection (high temperature).
- Hypoglycaemia (confusion).

Learning aim C: Describe the responses to injury and injury care**C1 Physiological responses to injury**

- Pain (due to chemicals released by damaged cells).
- Swelling (due to an influx of fluid into the damaged region).
- Redness (injured area visibly red in comparison to surrounding area due to vasodilatation – the widening of blood vessels and bleeding in the joint or structure).
- Heat (due to an increase in blood flow to the area).
- Loss or partial loss of function/range of movement (dependent on extent of injury).

C2 Psychological responses to injury

- Immediate response to being injured and not being able to participate in short-term physical activity, e.g. distress, concern, anger.
- Long-term response to being injured, and not being able to participate for a length of time, e.g.:
 - loss of self-confidence, e.g. wondering if still able to be as good as before injury when returning to play
 - lowered self-esteem, e.g. worried that not good enough to play in the team any more
 - frustration, e.g. wanting to recover more quickly than is actually possible
 - depression, e.g. feeling that may never play again as recovery takes longer than anticipated.

C3 Basic care of physiological injuries

- Appropriate professional help, e.g. first aider, hospital, physiotherapist.
- Basic treatment – soft tissue injuries, e.g. protection, rest, ice, compression, elevate (PRICE).
- SALTAPS:
 - see – stop play, did anyone see how the injury happened?
 - ask the player (evaluate for pain and for orientation/confusion)
 - look (at the limb and evaluate the appearance of the injury)
 - touch (the injury if the player will allow this)
 - active movement (can the player move the limb?)
 - passive movement (if you move the limb, does it hurt? Is there sufficient range of motion?)
 - strength – stand up (is the player denying the extent of the injury?).

C4 Basic care to help support recovery

- Hot and cold therapy, e.g. reduce pain, reduce stiffness, decrease muscle spasm, increase/decrease blood flow to the area promoting healing
- Basic strappings for support, e.g. Tubigrip™.

C5 Basic care of psychological injuries

- Goal setting within a rehabilitation period, e.g. focus on the positive rather than on the injury.
- Relaxation techniques within rehabilitation period – helps alleviate frustration and depression, e.g. mental imagery, visualisation.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the risks and hazards associated with sports participation		A.D1 Analyse the risks or hazards that relate to people, equipment and the environment.
A.P1 Describe different risks or hazards that relate to people, equipment and the environment.	A.M1 Explain different risks or hazards that relate to people, equipment and the environment.	
Learning aim B: Discuss different injuries and illnesses associated with sports participation		B.D2 Analyse how selected injuries and illnesses occur and the associated types and signs of these injuries and illnesses.
B.P2 Discuss different physiological and three psychological causes of injury in relation to sport.	B.M2 Explain the relationship between causes of injury and basic and complex types of injury using sports-specific examples.	
B.P3 Describe different types of basic and complex injuries associated with sports participation.		
B.P4 Describe different types and signs of illness associated with sports participation.		
Learning aim C: Describe the response to injury and injury care		C.D3 Justify selected methods used to care for physiological and psychological responses to a selected injury in a sporting context.
C.P5 Describe the physiological and immediate and long-term psychological responses to injury in sport.	C.M3 Explain the responses and process of physiological and psychological care for a selected sports injury.	
C.P6 Describe short- and long-term basic care for physiological and psychological responses of sports injuries.		

Essential information for assignments

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

There is a maximum number of four summative assignments for this unit.

The relationship of the learning aims, and criteria is:

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

Learning aim: B (B.P2, B.P3, B.P4 B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Assessment of this unit can be altered to suit the size of the cohort. For larger cohorts, the use of small group work and reports, production of leaflets, etc may be beneficial in terms of time constraints. However, wherever possible the use of practical work as evidence is strongly encouraged.

Learning aim A

For Distinction standard, learners will need to provide details of three selected risks or hazards and consider how each of these are a potential cause for injury or illness for sports participants. This should include information that shows any links between the selected choices and why these can be linked to increasing or reducing injury or illness risks in sports participants. Learners could use specific sports performers or risks or hazards linked to environment such as national or international venues, as examples.

For Merit standard, learners will research three different risk factors or hazards that impact sports participation. This could include details of intrinsic factors such as physique, e.g. arm or leg dominance or extrinsic factors such as the different techniques in sport, e.g. poor golf swing or by giving an example of the variations across different skills levels, e.g. professional matched against amateur participants. Examples of an identified sport that is linked to equipment, and how incorrect use or poor maintenance can be a risk or hazard, such as an incorrectly inflated football, poor string tension on racquets, poorly maintained gym equipment could be included. For environmental hazards and risks learners could consider an example of an identified sport and explain why the environment can play a key role increasing risks and hazards, giving examples such as a waterlogged rugby pitch, a clay court in tennis, a very hot day playing cricket, a cold and rainy day completing a marathon. Learners could give examples from each of their selected three risks or hazards in an identified sport of their choice explaining why these are risks or hazards.

For Pass standard, learners should describe a range of risk factors that can affect safe participation in sport. This can link to exploring the different common factors that present as risks or hazards in different sports environments, such as poor techniques, different abilities of sports participants, insufficient recovery periods, poor preparation for sports activity, and environmental influences such as hot and cold weather and dangerous playing surfaces.

Learning aim B

For Distinction standard, learners should provide information for an identified injury or specific illness, analysing different types of basic and complex injuries and how these can impact on the sports performer. Details should include the causes of injury considering both intrinsic and extrinsic factors, giving specific examples of common risk factors that can contribute to the injury. For an identified illness or injury, the learner should be able to analyse the effects these can have physiologically on the sports performer. They should explore the impact that the selected injury or illness may have on short- and long-term wellbeing, where relevant linking this to an identified sport.

For Merit standard, learners need to investigate the different causes of injuries and illness across different sports participant to explain why these occur. This will include how the frequency of common injuries affect the sports performer. They should be detailed comparison and contrast between a basic injury and a complex injury, discussing the causes and if they are a traumatic or an overuse injury. The psychological responses to injury should be explained, giving examples of the different responses to injury over immediate and long-term time frames

For Pass standard, learners must discuss three different physiological causes of injury in sport and the effects these can have a sports performer's psychological wellbeing. This should include basic and more complex injuries, including overuse or traumatic injuries to different parts of the body such as the head, the joints and the spinal cord. Learners will discuss how these injuries may impact psychologically on the sports performer and how this can affect personality, anxiety and stress levels. For illnesses, the evidence presented should include common signs and symptoms that a participant may show or feel. Learners will need two different basic injuries commonly experienced by sports participants, such as simple sprains and strains. For complex injuries, learners could draw from common injuries such as dislocations and fractures, different back injuries or spinal cord damage,

Learners will need to consider four different types of common illnesses associated with sports performance. This can include different age ranges, sports activities and sports roles to enable the learners to draw on different common illnesses that can affect different age groups of sports participants. The information could link to current information of common illnesses from the home country or international sporting bodies (IOC, UEFA).

Learning aim C

For Distinction standard, learners will need to fully understand and justify their chosen methods of care of an identified injury, including relevant timeframes and indicating short- and long-term goals of a selected sporting injury. Learners can draw on frameworks of immediate first aid care and psychological strategies used to support an injured sports participant.

For Merit standard, learners should investigate a selected sport injury and consider the participant's care over short- and long-term periods to meet the physiological and psychological aspects of their recovery. Learners should justify why methods of care for physiological and psychological recovery will be beneficial.

For Pass standard, learners should describe basic care for physiological and psychological responses to injury by drawing from basic care techniques to promote recovery. This could include describing how the injured area may look, the effects on normal movement, any visible signs to indicates an injury and potential responses from a sports participant. Learners could include the different basic first aid care techniques that could be used to prevent further injury and include discussions on how the body responds to an injury over short- and long-term timeframes. Learners should also consider the psychological care of injury and the simple methods that can be used to support recovery, giving examples of different techniques and the reasons they may be beneficial.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: Principles of Fitness and Fitness Testing
- Unit 2: Training for Personal Fitness
- Unit 5: Practical Sport
- Unit 7: Anatomy and Physiology for Sport
- Unit 12: Nutrition for Sports Performance
- Unit 13: Work Experience in the Sports Industry.

Employer involvement

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

- guest speakers
- work experience
- visits to appropriate organisations.

Unit 9: Planning and Leading Sports Events

Level: 2

Unit type: **Internal Assignment**

Guided learning hours: 60

Unit in brief

Learners will explore different sports events before planning, leading and reviewing a sports event.

Unit introduction

Participation in sport and physical activity is ever increasing across the world. This means there is a continued demand for different sports events to offer participation opportunities. Sports events come in many different formats, from training camps to develop children's basic skill levels and sponsored walks to raise money for charity, to competitive formats like the European 2020 Championships here the focus is on winning the competition. Sports events play a significant part in many people's lives, but have you ever wondered what the event organisers need to do to plan and lead a sports event?

This unit will develop and broaden your understanding of the different types of sports events available. It will explore how the different types of sports event available may differ depending on the sport offered, their purpose, the participants targeted or the scale of the event.

The unit will provide an opportunity for you to work with a team of peers to deliver a sports event. You will plan, prepare and lead a sports event. You will review the planning and leading of their event, suggesting strategies to improve future performance when planning and leading a sports event.

Learning aims

In this unit you will:

- A** Explore sports events.
- B** Plan, prepare and lead sports events
- C** Review the planning and leading of sports events.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore sports events	A1 Sports events A2 Sports event considerations	A presentation on the different types of sports event focusing on the event, purpose, participants and scale.
B Plan, prepare and lead sports events	B1 Key participant considerations of sports events B2 Key event considerations B3 Roles and responsibilities involved in planning and leading a sports event B4 Leading a sports event B5 Contributing to the planning and leading of a sports event	Sports event plan. Diary or log of own contributions in planning and leading. Personalised activity records. Video or annotated photographs of the event. A written review of planning and leading with suggested strategies for future improvement.
C Review the planning and leading of a sports events	C1 Review focus C2 Writing an action plan for future sports events	

Content

Learning aim A: Explore sports events

Learners should understand the different types of sports event available and how these may differ depending on the sport offered, their purpose, the participants targeted or the scale of the event.

A1 Sports events

- Types of sports event, e.g.:
 - competitions
 - tournaments
 - sports activity days
 - training camps
 - school sports day
 - coaching courses
 - charity walk/run
 - educational event
 - sponsored events.

A2 Sports event considerations

- Purpose of sports event, e.g.:
 - participation opportunity
 - skill development
 - competitive format
 - fundraising
 - fitness improvement
 - educational
 - fun.
- Participants of a sports event, e.g.:
 - professionals
 - schoolchildren
 - peers
 - public.
- Scale of event, e.g.:
 - global
 - national
 - regional
 - local.

Learning aim B: Plan, prepare and lead sports events

B1 Key participant considerations of sports events

Learners should have an understanding and awareness of participant considerations and needs when planning a sports event.

- Participant requirements, e.g. age, gender, number, medical history.
- Participant level of ability, e.g.:
 - beginner – focusing on fundamentals and basic skills and techniques
 - intermediate – developing skills, techniques and tactics
 - advanced – developing advanced skills and technique development and tactical awareness.
- Participant characteristics, e.g. level of fitness, attention span, ability to understand instructions.

B2 Key event considerations

Learners should understand the key event considerations needed when planning a sports event.

- Type of sports event to be delivered – what type of event is going to be delivered?
- Purpose of sports event – what is the purpose of the event?
- Participants – who are the participants in the event?
- Timing considerations, e.g. length of time available for the event, length of time allocated for each component of the event: introduction, warm-up, cool down, time at each station, time per match.
- Resources needed, e.g. equipment, environment, task cards, organisational needs, refreshments.
- Health and safety considerations, e.g.:
 - risk assessment
 - first aid
 - contingency planning.
- Preparing for different feedback opportunities, e.g. participants, assessor, observer, self.
- Planning for feedback methods, e.g. questionnaires, verbal feedback, comment cards, observation records.
- Recording/photography of the session, e.g. equipment, location, responsibility to undertake.

B3 Roles and responsibilities involved in planning and leading a sports event

Learners should understand the different roles and responsibilities required in planning, preparing and leading a sports event. The roles and responsibilities may differ depending on the type of event being delivered.

- Roles and responsibilities, e.g.:
 - advertising and communication
 - equipment supervision
 - health and safety checks
 - timings
 - scoring
 - greeting and directing participants
 - preparing facilities

- setting up and putting away equipment
- collecting feedback.

B4 Leading a sports event

- Event details, e.g. date, time, type of event.
- Preparation for event, e.g. setting up equipment, organisation, completion of roles.
- Warm up – appropriate for participants and event.
- Main focus of event:
 - event appropriate for participants and event purpose
 - participant needs met.
- Cool down – appropriate for participants and event.
- Safe and organised event delivered.

B5 Contributing to the planning and leading of a sports event

Learners are required to keep a log of their contribution to the planning, preparation and leading of a sports event.

- Individual contribution in planning phase, e.g. contributions in meetings, tasks undertaken, jobs completed.
- Individual contribution in preparation and leading of the event – what did you do or set up on the day of the event? What roles did you undertake during the event?

Learning aim C: Review the planning and leading of a sports events

Learners should undertake a review of both the planning and leading of their sports event.

C1 Review focus

- Planning – considerations such as:
 - type of event
 - key participant
 - key sports events
 - roles and responsibilities
 - own contribution.
- Leading – how the leading supported:
 - preparing for the event
 - leading a sports event
 - achieving event purpose
 - own contribution.

C2 Writing an action plan for future sports events

Learners should use their event review to create an action plan to support the development of their future involvement in planning and leading a sports event.

- Completion of strengths, weaknesses, opportunities, threats (SWOT) analysis for planning and leading.
- Development plan to improve own future performance in planning and leading of a sports event, e.g. qualifications, mentorship, shadowing, volunteering.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore sports events		A.D1 Compare and contrast different types of sports event.
A.P1 Describe different types of sports events.	A.M1 Explain different types of sports event.	
Learning aim B: Plan, prepare and lead a sports events		BC.D2 Comprehensively review the planning and leading of a sports event.
B.P2 Produce a plan for a sports event commenting on the participant and event considerations.	B.M2 Comprehensively plan and lead a sports event explaining participant and event considerations.	
B.P3 Contribute to the preparation and leading of a sports event.		
Learning aim C: Review the planning and leading of sports events		
C.P4 Carry out a basic review of the planning and leading of a sports event.	C.M3 Carry out a detailed review of the planning and leading of a sports event.	

Essential information for assignments

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

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aim: B and C (B.P2, B.P3, C.P4, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- examples of activity plans/event plans
- resources to be able to plan as a team
- appropriate equipment to lead sports events
- a sports or recreational facility, e.g. sports hall, games field
- health and safety policies and procedures.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners will compare and contrast different types of sports events. They should discuss the similarities and differences between different types of sports event, their purpose, the participants involved and the scale. Learners should use a range of practical examples to compare and contrast at least four different types of sports event.

For Merit standard, learners will explain different types of sports event. They should give the reasons behind the sports event considerations for each event. Learners should use a range of practical examples to highlight at least four different types of sports event focusing on the reasons behind the purpose of the event, the participants who the event is targeting and the scale of the event.

For Pass standard, learners will describe a range of different sports events. They should use a range of practical examples to highlight at least four different types of sports event. Learners should include information on the type of event, the purpose of the event, the participants who the event is targeting and the scale of the event.

Learning aims B and C

For Distinction standard, learners will provide a comprehensive review of the planning and leading of the sports event. They will provide a detailed analysis of their planning and leading and how both these components impacted on the event outcome. Learners will use a range of feedback generated to support their SWOT analysis. Learners' action plans will include three or more areas for improvement for both the planning and the delivery for where improvements could be made. SMART targets detailing how these improvements could be made will highlight the actions required to improve future performance of a sports event.

For Merit standard, learners will produce a detailed event plan for the sports event. The plan will include detailed explanations of how the event has been planned to meet the participant and event considerations and needs. Learners will detail the purpose of each of the participant and event considerations and explain the positive impact that their plan will help to support. Plans should include detailed reasoning behind the roles and responsibilities that needed to be undertaken, and why these roles were allocated to specific people within their team. Learners should complete a diary or log that explains their contribution in the planning, preparation and leading of a sports event. The log should include detailed information on what they did and how they completed their roles and responsibilities for both the planning phase and the

leading phase. Assessors or tutors will need to confirm individual contributions by completing a detailed and personalised record of activity and where possible include visual evidence of the learners in action. Learners will provide a detailed review of their planning and their leading of a sports event. Learners will refer to at least two different pieces of feedback to support their SWOT analysis. Action plans will include at least two areas for improvement in both the planning phase and the event delivery. SMART targets will be generated to outline how these improvements will be met for a future sporting event.

For Pass standard, learners will contribute to the planning, preparation and leading of a sports event. Learners will plan for the sports event, commenting upon the participant and event considerations. The plan should detail how the event is appropriate for the participants. The plan should also include the allocation of roles and responsibilities that need to be undertaken. Learners should complete a diary or log that describes their contribution in the planning, preparation and leading of a sports event. The log should include basic information to include what they did and how they worked to complete their roles and responsibilities for both the planning phase and the leading phase. Assessors or tutors will need to confirm individual contributions by completing a detailed and personalised record of activity and where possible include visual evidence of the learners in action. In their reviews, learners will review both the planning and leading of the sports event. Within the review, learners should identify strengths and areas to improve from both the planning phase and the leading phase. Learners may refer to some of the feedback generated when reviewing their performance.

Links to other units and curriculum subjects

This unit links to:

- Unit 5: Practical Sport
- Unit 6: Leadership in Sport
- Unit 15: Outdoor and Adventurous Activities.

Employer involvement

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

- workplace observations and industry visits
- guest speakers.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop communication, problem-solving and teamworking skills. Learners will also develop their self-management and development skills when planning, preparing and using facilities effectively.

Unit 10: Technical Skills and Tactical Awareness for Sport

Level: 2

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop an understanding of the importance of developing technical skills and tactical awareness within a sporting context.

Unit introduction

The execution of technical skills and the application of appropriate and effective tactical strategies play a significant part in determining sporting performance. While the specific nature of technical skills and tactical strategies will vary across different sports, there are common principles that sports performers can apply to enhance their awareness, understanding and development of their skills.

This unit will broaden your knowledge of how the assessment and development of technical skills vary across different sports, and the common principles that sports performers can apply to develop their technical performance. Being able to execute appropriate technical skills at the right time is a central theme of successful tactical performance. Therefore, you will assess a range of strategies and approaches that can be used across individual and team sports to enable you to determine strategies to apply to your own sporting performances.

The ability to turn the knowledge and understanding of how other sports approach technical skills and tactical approaches is key to enhancing performance. You will develop the skills to make some initial judgements about your current technical and tactical performance level and start to plan how you may develop these areas in the future.

Learning aims

In this unit you will:

- A** Explore the technical and tactical demands of sport
- B** Understand the ideal technical model of sports performance and the application of tactical approaches
- C** Assess your own technical and tactical performance for a selected sport.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the technical and tactical demands of sport	A1 Role of technical skill A2 Role of tactical approach	Training materials that outline the need for technical skill development and the application of tactical strategies in sport.
B Understand the ideal technical model of sports performance and the application of tactical approaches	B1 Definition of the ideal technical model B2 Methods of technical skill assessment B3 Areas of interest for tactical analysis/assessment B4 Methods of tactical performance assessment	<p>Presentation where the learner can describe the ideal technical model for a specific sports skill and discuss why the technical execution of this skill would have an impact on performance.</p> <p>The learner should also present a tactical approach used in the same sport and discuss when this might be applied and the impact on the opposition.</p>
C Assess your own technical and tactical performance for a selected sport	C1 Planning self-assessment C2 Analysis of self-assessment results C3 Identifying areas for development	Written report where learners can explain their self-assessment process and identify their technical and tactical strengths and areas for development, justifying the reasons.

Learning aim A: Explore the technical and tactical demands of sport

A1 Role of technical skills

- Awareness of why technical skills are important in team and individual sports, e.g.:
 - performance under pressure
 - reduce errors
 - ability to deliver tactical application
 - reduce injury risk.
- Classification of technical skills:
 - continuous – running, cycling, walking
 - serial – high jump, triple jump, pole vault
 - discrete – shot putt, golf swing, penalty kick.

A2 Role of tactical approaches

- Awareness of why the application of tactical approaches is important in team and individual sports, e.g.:
 - overcome technical deficiencies
 - to play to strengths of team/individual by maximising technical skills of players or teams
 - to gain an advantage over other players or teams by exploiting weaknesses of opponents
 - better use of playing resources – players in right positions
 - possible to apply different approaches to different teams/players
 - ability to problem solve and adapt during the game.
- Appropriate to selected sports – individual and team sports, e.g.:
 - approaches to attacking and defending
 - team formations
 - positioning
 - use of space
 - choice of strokes/shots
 - variation.

Learning aim B: Understand the ideal technical model of sports performance and the application of tactical approaches

B1 Definition of the ideal technical model

- Description of how an ideal performance of a technical skills can be achieved by an individual and be used as a benchmark against which the actual performance of a technical skill can be compared.
- Appropriate to selected sports – individual and team sport examples from high-performance sport (link to performance profiling).
- Characteristics of ideal technique, e.g.:
 - body position
 - timing
 - movement
 - coordination
 - speed
 - accuracy
 - control of force/power.

B2 Methods of technical skill assessment

- Analysis methods, e.g.:
 - video analysis
 - slow motion
 - observation
 - checklist
 - feedback of results
 - biomechanical analysis
 - use of analysis software – speed gun, joint angle annotations, flight path trackers.

B3 Areas of interest for tactical analysis/assessment

- Areas of interest, e.g.:
 - opposition strengths and weaknesses
 - tempo/speed of game
 - formations
 - patterns of play
 - style of play, e.g. attacking, counterattacking, defensive.

B4 Methods of tactical performance assessment

- Appropriate to specific sports – team and individual sports examples.
- Analysis methods, e.g.:
 - video analysis
 - scouting reports
 - match analysis (live)
 - video coding software
 - GPS tracking
 - coach observation.

Learning aim C: Assess your own technical and tactical performance for a selected sport

C1 Planning self-assessment

- Determine what to assess:
 - define the key technical features of the chosen sport
 - define the key tactical features of the chosen sport.
- Plan and source methods of assessment, e.g.:
 - recording performance
 - key techniques/competitive action
 - match analysis
 - notation analysis.
 - use of analysis software

C2 Analysis of self-assessment results

- Recording of performance, e.g.:
 - apply methods of assessment
 - key techniques/competitive action
 - video analysis.
- Identify strengths and areas for improvement in key techniques:
 - compare against ideal technical model taken from coaching manuals or by comparing against video and/or images of high-level performances
 - comment on technical application during competitive match play.
- Identify strengths and areas for improvement in tactical application:
 - compare against tactical plan at the start of the performance
 - compare against tactical advice from coach if present
 - understanding of positional expectations, use of space, tactical choices made.

C3 Identify the technical skills and tactical applications that could be developed

- Suggest actions, e.g.:
 - technical and tactical target areas
 - related to specific sports skills
 - consider the impact of the proposed development areas on future performance.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the technical and tactical demands of sport		A.D1 Evaluate the impact of the development of technical skills and tactical approaches on performance in individual and team sports.
A.P1 Describe the role that technical skills play in a chosen individual and team sports. A.P2 Describe some basic tactical approaches related to individual and team sports.	A.M1 Explain how both technical skills and tactical approaches can impact on performance in a chosen individual and team sport.	
Learning aim B: Understand the ideal technical model of sports performance and the application of tactical approaches		B.D2 Evaluate the impact of the assessment of technical skills and the application of tactical approaches on performance in individual and team sports.
B.P3 Describe the ideal technical model related to a key technique in both an individual and team sport. B.P4 Outline methods that can be used to assess technical skills. B.P5 Describe methods that can be used to assess tactical approaches.	B.M2 Explain how assessing the performance of technical skills against an ideal technical model can impact sports performance. B.M3 Explain how the application of tactical approaches can impact sports performance.	
Learning aim C: Assess your own technical and tactical performance for a selected sport		C.D3 Evaluate the impact developing the identified technical skills and tactical awareness will have on own performance.
C.P6 Outline a plan for the self-assessment of technical skills and tactical performance. C.P7 Summarise the results from the technical and tactical self-assessment. C.P8 Identify the technical skills and tactical applications that could be developed.	C.M4 Explain the reasons behind the selection of the identified technical skills and tactical application area in relation to existing performance level	

Essential information for assignments

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

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aim: B (B.P3, B.P4, B.P5, B.M2, B.M3, B.D2)

Learning aim: C (C.P6, C.P7, C.P8, C.M4, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners need to be able to analyse the technical and tactical demands of a range of individual and team sports in order for them to be able to support the development of performers in those sports.

This could be through experiencing scenarios within these sports practically, for which they would need to be able to access the relevant facilities and equipment. This could also be delivered by expert speakers from a range of sports, sharing their knowledge and practical experience. These could be sports performers, coaches or performance analysts as each would have a different insight into the area.

The other resource requirement would be access to video analysis and playback equipment so learners can perform technical and tactical analysis. This could be supported by the use of analytical software where relevant. The application of more sophisticated equipment and software could be addressed by external visits to high-performance sports environments.

Essential information for assessment decisions

Learning aim A

To ensure learners have access to the material that they require, learners should research the key principles regarding the development of technical skills and tactical awareness for a range of individual and team sports before selecting a relevant example from each to use for their assessed work.

For Distinction standard, learners need to evaluate the impact that developing technical skills can have on sports performance. Learners should use the same individual and team sports examples as for the pass and merit criteria. The comparisons between the individual and team sports will be discussed with the consistent themes being explained with regard to the application to all sporting contexts.

Learners will articulate the links between the performance of technical skills within a tactical strategy, explaining how technical performance can be enhanced and/or disrupted by the application of tactical strategy, providing relevant examples from their chosen individual and team sports.

For Merit standard, learners must explain how technical skills can be developed, and how this can have an impact on performance in the same chosen individual and team sports as used for the pass criteria. Learners must also explain why tactical awareness and application is important for the individual and team sports, and what areas performers, coaches and analysts can focus on to develop this awareness and understanding.

The similarities and differences between the approaches to development in the individual and team sports should be compared and contrasted and any consistent themes identified.

For Pass standard, learners must describe the key technical skills that are important in the performance of a chosen individual and team sport. The skills for each sport should be classified and the learner must describe why the development of these skills is important for performers of that sport.

Learners must also provide an overview of the role that the application of tactical strategies play in sport. They must describe the different areas that could be exploited by tactical strategies and use their chosen individual and team sport to provide practical examples.

Both the technical and tactical examples for the chosen team and individual sports could be presented in the form of training materials that a sporting governing body might use for introductory training for coaches in the chosen sports.

Learning aim B

To achieve all the assessment criteria in learning aim B, learners should to investigate the different ways technical skills and tactical performance are assessed, and the benchmarks against which they are judged. A presentation examining these methods and the impact they can have on overall performance could provide evidence for learning aim B.

For Distinction standard, learners need to evaluate the impact that the assessment of technical skills and tactical awareness has on performance.

Learners will offer a discussion that builds on their explanation of how the concept of the ideal technical model works for a chosen sports skill, and how tactical approaches can be developed and assessed to consider how a more holistic approach to competitive performance can be of benefit to future performances. The learner should use the examples from their chosen sport to highlight how the ability to execute key techniques enables the application of more sophisticated tactical plans and how this can be adapted for future performances.

For Merit standard, learners should build on their description of the technical model for their chosen sports skill using examples to explain what impact developing this skill (and other related skills) might have on the overall sports performance. This explanation should look at the positive performance benefits as well as the potential challenges the performer may face if the technical skill was developed.

Learners should again build on their description of how to assess tactical performance to explain how this approach can have an impact on competitive performance, again addressing the tactical approach of the performer/team and the opposition.

For Pass standard, learners will describe the concept of the ideal technical model and the characteristics that could be reviewed when assessing the performance of a technical sports skill. They should then choose a technical skill from a sport of their choice and define the ideal technical model for the execution of that skill, describing what it would take to execute the skill accurately. They will also make suggestions as to how they would go about assessing performance of this skill against the technical model in their sport.

Learners will describe some of the areas that the individual player or team can manipulate to gain a tactical advantage. The learner should use the same sport as in the technical skills part of the task to provide an overview of a common tactical approach within that sport, as well as outlining some of the different ways tactical performance of the opposition and/or own performance can be assessed.

This description should consider assessing tactical performance of the performer/team, as well as analysing the tactics of the opposition in order to develop tactical strategies to use against them.

Learning aim C

This focuses on how learners can assess their own technical and tactical performance as a first step in improving technical skills and tactical awareness.

For Distinction standard, learners need to build on the analysis of their technical and tactical self-assessment and evaluate what these findings mean for the future development of the performer.

The learner should discuss how the development of the technical skills can have a positive impact on performance in the chosen sport and how it can influence the application of tactical approaches. From a tactical perspective, the learner should consider and discuss how the tactical approach used had an impact on the opposition and what this meant for the overall performance and how it affected the outcome, justifying the areas identified for further development.

For Merit standard, learners must build on their self-assessment plan and the subsequent findings, and analyse the key strengths and areas for development.

From a technical perspective, learners should compare their own performance and the ideal technical model for their chosen skills, and identify areas where they feel they are strong and where they feel they might develop.

From a tactical perspective, learners should consider how successfully they applied their strategy in the competitive situation, and how they responded to their opponent(s), tactical play.

For Pass standard, learners must produce an outline plan that describes how they intend to assess their own technical and tactical performance in a chosen sport. They need to identify the areas of technical skill they feel are important to their chosen sport and identify how they will collect information so they can complete an analysis of their performance. Learners should also plan how to collect information regarding their tactical performance in a competitive situation.

Learners will then collect data on their performance in line with their plan, report their results and develop a basic action plan to identify what areas of technical skill and tactical awareness they feel they need to develop to enhance their performance.

Links to other units and curriculum subjects

This unit links to *Unit 5: Practical Sport*.

Employer involvement

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

- guest speakers, e.g. coaches, sports performers or performance analysts
- visits to appropriate high-performance sporting environments.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop planning, analysis and problem-solving skills.

Unit 11: Psychology for Sports Performance

Level: 2

Unit type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners develop awareness and knowledge of the psychological factors that influence sports performance and how psychological skills can be used to control them.

Unit introduction

Sport psychology is widely recognised as one of the most important subjects in the field of sport. You will frequently hear one of the reasons given for excellent sports performance being the performers', or teams', excellent mental preparation. At the top level of sport most performers are equally skilled and talented, and have trained equally as hard, yet those who win more often, seem to be those who can control their emotions best. We must be aware that there are differences between individual performers in sport and understand the importance of a knowledge of key psychological factors and strategies, to bring about a performers', or teams', best possible performance.

In this unit you will learn about personality, motivation, and self-confidence, considering relevant theories and how each can affect sports performance. You will explore how arousal and anxiety influence performance and why performers need to be in control of their levels of arousal and anxiety to perform at their maximum level. Having considered relevant theories and how these psychological factors influence sports performance, you will investigate specific psychological skills that are used by Sport Psychologists and Coaches, to help performers reach their maximum level of performance. You will consider how different strategies can be applied and the benefits they lead to for different performers and teams.

Learning aims

In this unit you will:

- A** Explore how personality can affect sports performance
- B** Understand how motivation and self-confidence can influence sports performance
- C** Investigate arousal and anxiety, and the way they can affect sports performance.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore how personality can affect sports performance	A1 Definition and structure of personality A2 Personality types and views A3 Effect of personality on sports performance	Written report focusing on personality types and views, and how personality can affect sports performance; along with consideration of how motivation and self-confidence can affect sports performance, and the strategies that can be used to maintain and enhance them.
B Understand how motivation and self-confidence can influence sports performance	B1 Definition of motivation and self-confidence B2 Types and views of motivation B3 Benefits of motivation on sports performance B4 Strategies to maintain and enhance motivation and self-confidence	
C Investigate arousal and anxiety, and the way they can affect sports performance	C1 Definition and types of anxiety and arousal C2 How arousal and anxiety affect sports performance C3 Control of anxiety and arousal	Training materials for beginner coaches that explain the ways arousal and anxiety affect sports performance, and strategies that can be used to control them.

Content

Learning aim A: Explore how personality can affect sports performance

A1 Definition and structure of personality

- Personality: the sum of the characteristics that make a person unique
- Structure of personality:
 - role-related behaviours, e.g. changes in behaviour as perception of the situation changes, different situations require different roles.
 - typical responses, e.g. the way we usually respond in certain situations.
 - psychological core, e.g. represents the 'real you', your attitudes, values, interests and beliefs.

A2 Personality types and views

- Types:
 - introverts tend to be inward looking and shy, they are comfortable in their own company.
 - extroverts tend to be outgoing and comfortable in other people's company.
 - Type A (shows a competitive drive and prone to anger and hostility)
 - Type B (is generally laid back and of a calm disposition).
- Views:
 - trait (relatively consistent way an individual behaves across a range of situations).
 - situational (behaviour is mainly determined by the environment and situation).
 - interactional (the individual's traits and the situation they find themselves in, combine to determine behaviour).

A3 Effect of personality on sports performance

- Type A versus Type B.
- Individual versus team sports.
- Reactions to specific situations.

Learning aim B: Understand how motivation and self-confidence can influence sports performance

B1 Definitions of motivation and self-confidence

- Motivation – the internal mechanisms and external stimuli that arouse and direct behaviour.
- Self-confidence – the belief that a desired behaviour can be performed.

B2 Types and views of motivation

- Types:
 - intrinsic (from internal factors), e.g. enjoyment in the task/activity itself, personal satisfaction
 - extrinsic (from external factors), e.g. rewards such as grades, trophies, money and medals, threat of punishment, desire to beat others
 - achievement motivation: e.g. desire to achieve excellence, effort to master a task, to perform better than others.
- Views:
 - trait centred – a function of an individual's personality, needs and goals
 - situation centred – determined by the situation
 - interactional – the result of a link between the individual and their environment.

B3 Benefits of motivation and self-confidence on sports performance

- Motivational benefits, e.g.:
 - influence on the choice of activity
 - increased intrinsic motivation
 - effort to pursue targets and goals
 - the intensity of effort
 - level of persistence when things get difficult, ability to overcome obstacles
 - higher enjoyment levels
 - positive attitude.
- Self-confidence benefits, e.g.:
 - positive emotions and thoughts
 - increased self-efficacy (confidence in specific situations)
 - improved concentration,
 - higher levels of effort,
 - development of positive strategies for performance.

B4 Strategies to maintain and increase motivation and self-confidence

- Goal setting, e.g.:
 - to increase and direct motivation
 - outcome, performance and process goals
 - maintain focus on the task.
- Verbal persuasion – significant others persuading you that you can be successful.
- Positive self-talk, e.g.:
 - telling yourself you will be successful
 - talking to yourself in a positive way.
- Imagery, e.g.:
 - imagining performing confidently
 - recreating successful experiences or confident times
 - imagining oneself acting confidently.

Learning aim C: Investigate arousal and anxiety, and the way they can affect sports performance**C1 Definition and types of anxiety and arousal**

- Anxiety definition: the level of worry or nervousness an individual experience.
- Arousal definition: the level of activation and alertness experienced by a sports performer.
- Types of anxiety and arousal:
 - state – anxiety caused by a particular situation; may arise when there is a high-pressure situation and the participant must perform
 - trait – the participant is tense and apprehensive as a character of their personality and therefore anxiety is a regular feeling for them.
 - somatic – physical manifestations of anxiety and arousal that are brought on by state or trait anxiety, e.g. butterflies in the stomach, muscle tension, increased heart rate, increased sweat rate, less saliva in the mouth
 - cognitive – psychological effects of anxiety that are brought on by the state or trait anxiety, e.g. poor concentration, negative thoughts about performance, feeling worried, lack of sleep due to overthinking.

C2 How arousal and anxiety affect sports performance

- Theories, e.g.:
 - drive theory
 - inverted U hypothesis
 - catastrophe theory
 - reversal theory.
- Effects on sports performance, e.g.:
 - positive and negative effects on performance
 - changes in level of attention
 - influence on anxiety levels
 - tension
 - choking.

C3 Control of anxiety and arousal

- Relaxation techniques, e.g.:
 - breathing control
 - progressive muscular relaxation (PMR)
 - mindfulness.
- Use of imagery, e.g. to imagine a relaxing experience, rehearse a successful performance.
- Pre-competition routine or team talk to provide reassurance or focus on specific thoughts.
- Warm-up to familiarise the participant with the surroundings and environment.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore how personality can affect sports performance		AB.D1 Evaluate the effects of personality, motivation and self-confidence, on performance, and strategies that can be used to maintain and enhance them.
A.P1 Describe, using relevant examples, different views of personality. A.P2 Describe how personality affects sports performance using relevant examples.	A.M1 Assess how personality affects sports performance using relevant examples.	
Learning aim B: Understand how motivation and self-confidence can influence sports performance		
B.P3 Describe how motivation and self-confidence affect sports performance. B.P4 Describe strategies that can be used to maintain and increase motivation and self-confidence.	B.M2 Assess how motivation and self-confidence can affect sports performance, and the strategies used to maintain and enhance them.	
Learning aim C: Investigate arousal and anxiety, and the way they can affect sports performance		C.D2 Evaluate the effects of arousal and anxiety on sports performance, and strategies that can be used to control them.
C.P5 Describe, using relevant examples, different types of anxiety and arousal. C.P6 Describe the effects arousal and anxiety have on sports performance. C.P7 Describe ways to control arousal and anxiety.	C.M3 Assess the effect that arousal and anxiety have on sports performance, and methods used to control them.	

Essential information for assignments

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

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims, and criteria is:

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

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

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners must evaluate the effects of personality, motivation and self-confidence on the performance of individuals or teams in sport. Learners should use relevant examples from their own research to demonstrate the impact of each psychological construct. They should produce a balanced evaluation, highlighting the impact each construct can have on sports performance both positively and negatively. Learners will provide an evaluation of the strategies that can be used to maintain and enhance motivation and self-confidence, discussing advantages and disadvantages and making valid judgements regarding the likely impact of different strategies.

For Merit standard, learners will assess how personality, motivation and self-confidence can affect sports performance. Learners will carefully consider the different theories, views and factors that apply to specific sporting situations, detailing strengths and weaknesses of specific theories and views, making valid conclusions regarding their effect on performance. Learners will consider the different strategies that can be used to maintain and enhance motivation and self-confidence, considering the strengths and weaknesses of each.

For Pass standard, learners will define personality, motivation and self-confidence and then describe at least three different views of personality and how each can affect sports performance. In their explanation, learners must consider the relevant theories, views and types. Learners will select some of the relevant techniques that can be used to maintain and enhance motivation and self-confidence, describing the application of each technique and its aim.

Learning aim C

For Distinction standard, learners must evaluate the effects of arousal and anxiety on the performance of individuals or teams in sport. Learners should use relevant examples from their own research to demonstrate the impact of each psychological construct. They should produce a balanced evaluation, highlighting the impact each construct can have on sports performance both positively and negatively. Learners will provide an evaluation of the strategies that can be used to control the effects of arousal and anxiety, discussing advantages and disadvantages and making valid judgements regarding the likely impact of different strategies.

For Merit standard, learners will assess how arousal and anxiety can affect sports performance. Learners will carefully consider the different theories, views and factors that apply to specific sporting situations, detailing strengths and weaknesses of specific theories and views, making valid conclusions regarding their effect on performance. Learners will consider the different strategies that can be used to control arousal and anxiety, considering the strengths and weaknesses of each.

For Pass standard, learners will define arousal and anxiety, and then describe how each can affect sports performance. In their explanation, learners must consider the relevant theories and types. Learners will select some of the relevant techniques that can be used to control arousal and anxiety, describing the application of each technique and its aim.

Links to other units and curriculum subjects

This unit links to:

- Unit 6: Leadership in Sport
- Unit 8: Sports-related Injuries and Illnesses.
- Unit 9: Planning and Leading Sports Events
- Unit 14: Exercise and Fitness Instruction
- Unit 15: Leading Outdoor and Adventurous Activities.

Employer involvement

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

- guest speakers from sports clubs who use sport psychologists, coaches or participants who are experienced at implementing, and using, psychological techniques
- demonstrations of psychological techniques.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop critical thinking, analysis, reasoning/argumentation, research and written communication skills.

Unit 12: Nutrition for Sports Performance

Level: 2

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop an understanding of the role that nutrition plays in health and wellbeing, as well as how it can have an impact on sports performance.

Unit introduction

Fuelling sports performance is one of the key factors that determines the success of the sports performer both in training and in competition, and also has the impact it has on overall health and wellbeing.

If the performer does not take in the energy that is required for the sport or physical activity, the body will not function optimally and performance will be impacted.

Therefore, it is important that performers are aware of the energy demands of the sport or physical activity and how they can consume sufficient calories within their diet to support performance while maintaining healthy body function.

This unit will broaden your knowledge of the role that the different nutrients play within the body, and consider how the performer can manipulate the types of food and drink they consume to ensure these nutrients are within their diet and in sufficient quantities to maintain healthy body composition and enhance performance.

There is considerable variation in energy demand between different sports, so the unit will develop your understanding of the differences between sports and how nutrition can be manipulated to ensure sufficient calories are consumed to aid performance.

You will also develop knowledge and skills around the methods of nutritional assessment and analysis that will enable you analyse your own nutritional practices, putting the underpinning theoretical knowledge into practice.

Learning aims

In this unit you will:

- A** Explore the functions and sources of macronutrients, micronutrients and fluids within the diet
- B** Understand the energy demands and nutritional requirements of different sports and physical activities
- C** Assess nutritional performance to meet the requirements of sport and physical activities.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the functions and sources of macronutrients, micronutrients and fluids within the diet	A1 Healthy diet A2 Functions and sources of macronutrients A3 Functions and sources of micronutrients A4 Role of fluids	A written assignment that examines the role that fluids, macronutrients and micronutrients play in the diet, and the impact these have in relation to the energy and nutritional demands of a chosen sport.
B Understand the energy demands and nutritional requirements of different sports and physical activities	B1 Understanding of energy balance B2 Considerations for sports nutrition B3 Nutritional and energy demands of different sports	
C Assess nutritional performance to meet the requirements of sport and physical activities	C1 Methods of collecting nutritional data C2 Analysis of dietary information C3 Developing a nutritional plan	A presentation that identifies the process of nutritional assessment, provides an analysis of the findings and makes some suggestions for future improvement.

Content

Learning aim A: Explore the functions and sources of macronutrients, micronutrients and fluids within the diet

A1 Healthy diet

- World Health Organisation guidelines:
 - adults, children
 - practical advice on maintaining healthy diet (fruit and vegetables, fats, sugars, salt)
 - how to promote healthy diet.
- Local healthy diet initiatives.
- Reference intake values (local variations).
- Vitamin and mineral supplementation to support deficiencies in the diet.

A2 Functions and sources of macronutrients

- Carbohydrate:
 - functions in the body, e.g. energy source and storage
 - common sources, e.g. pasta, rice, bread, sugar.
- Fat:
 - functions in the body, e.g. energy source and storage, insulation, protection of organs
 - common sources, e.g. dairy produce, red meat, vegetable oils.
- Protein:
 - functions in the body, e.g. growth and repair of cells, hormone and enzyme production
 - common sources, e.g. lean meat, fish, eggs, nuts.

A3 Functions and sources of micronutrients

- Vitamin A:
 - functions in the body, e.g. promotes healthy eyesight, skin and soft tissue
 - common sources, e.g. eggs, fish, milk, carrots.
- Vitamin B complex:
 - functions in the body, e.g. energy production, supports metabolism, prevents infections
 - common sources, e.g. green leafy vegetables, red meat.
- Vitamin C:
 - functions in the body, e.g. protects cells, development of blood vessels, strong bones, promotes healing
 - common sources, e.g. fruit, tomatoes, spinach.
- Vitamin D:
 - functions in the body, e.g. supports bone health
 - common sources, e.g. eggs, fish, liver.
- Vitamin E:
 - functions in the body, e.g. protects cells, promotes a healthy immune system
 - common sources, e.g. nuts, seeds, avocado.
- Vitamin K:
 - functions in the body, e.g. promotes effective blood clotting
 - common sources, e.g. broccoli, liver, green leafy vegetables.

- Sodium:
 - functions in the body, e.g. balance of fluid concentration in the body, promotes effective nerve function
 - common sources, e.g. smoked meats, tinned foods, salted nuts.
- Calcium:
 - functions in the body, e.g. involved in muscle contraction, promotes bone strength
 - common sources, e.g. dairy produce, canned fish, green leafy vegetables.
- Magnesium:
 - functions in the body, e.g. effective muscle and nerve function, supports enzyme reactions
 - common sources, e.g. avocados, bananas, beans.
- Potassium:
 - functions in the body, e.g. regulates fluid balance, promotes effective nerve function, regulates blood pressure
 - common sources, e.g. bananas, fruit juice, tomatoes.
- Iron:
 - functions in the body, e.g. energy production, supports immune function, red blood cell formation
 - common sources, e.g. green leafy vegetables, red meat, seafood.
- Fibre:
 - functions in the body, e.g. supports digestive system health, reduces cholesterol
 - common sources, e.g. wholemeal bread, spinach, oats, potatoes.

A4 Role of fluids

- Signs and symptoms of dehydration on the body, e.g.:
 - impact on sports performance, e.g. premature fatigue, increased heart rate, increased body temperature, increased risk of injury, poor decision-making
 - impact on health, e.g. potential for heat stroke, risk of collapse.
- Benefits of hydration, e.g.:
 - maintain blood volume – plasma, liquid part of the blood
 - lubricate joints
 - temperature regulation – enable the sweating response, source of fluid
 - transport of materials in plasma, e.g. oxygen, carbon dioxide, glucose
 - enabling chemical reactions, e.g. cellular environment, organs, brain function, nutrient absorption
 - elimination of waste, e.g. digestion, breathing, urine production, faeces.

Learning aim B: Understand the energy demands and nutritional requirements of different sports and physical activities

B1 Understanding of energy balance

- Units of energy (calories, joules)
- Energy balance equation, energy input, energy expenditure, e.g.:
 - impact on weight loss and weight gain
 - basal metabolic rate (BMR)
 - other factors, e.g. climate, gender.

B2 Considerations for sports nutrition

- Timing, e.g.:
 - before, during and after training and competition
 - develop competition strategies during training
 - during periods of rehabilitation from injury.
- Recovery, e.g.:
 - preparation for next training session or competition
 - recover depleted energy stores
 - manage calorie intake on non-training days.
- Supplements, e.g.:
 - enhance energy production
 - delay depletion of stores.
- Hydration:
 - types of fluid – hypotonic, isotonic, hypertonic.

B3 Nutritional and energy demands of different sports

- Energy demands, such as:
 - aerobic – low intensity, long duration, low rate of energy output, sustained over long periods
 - anaerobic – high intensity, short duration, high rate of energy output, sustained over short periods
 - mix of aerobic and anaerobic energy production – need for active recovery in between high intensity efforts (team and rackets sports).
- Nutritional requirements:
 - aerobic sports (marathon running, rowing, cycling, swimming)
 - carbohydrate and fat primary fuel, carbohydrate loading to offset fatigue, carbohydrate supplementation during the event (sports drinks, gels)
 - supplementation (beetroot juice, caffeine)
 - hydration
 - anaerobic sports (sprinting, diving, weightlifting, long jump)
 - carbohydrate fuel source
 - supplementation (creatine)
 - protein for muscle development in training
 - preparation and recovery focus for nutrition
 - mixed approach – team sports (football, netball, rugby, hockey) and racket sports (tennis, badminton, squash):
 - carbohydrate supplementation during the event (half time/between games)
 - hydration.

Learning aim C: Assess nutritional performance to meet the requirements of sport and physical activities**C1 Methods of collecting nutritional data**

- Food diaries, e.g.:
 - type of food
 - amounts and weights
 - timing during the day
 - feelings and attitudes towards diet and nutrition.
- Mobile applications, websites, barcode scanning, food labels.

C2 Analysis of dietary information

- Comparison with relevant guidelines and nutritional reference values – food labels.
- Paper-based calculations, food tables.
- Dietary analysis software, mobile apps, websites.

C3 Developing a nutritional plan

- Strengths and areas for improvement, e.g.:
 - eating less or more food (in relation to type and volume of sporting activity)
 - eating less or more of a particular food group
 - eating at different times
 - supplementation
 - preparing food in a different way
 - drinking more fluid or drinking different types of fluid
 - in relation to sports performance
 - timing (pre, post and during competitions/training, time of season).

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the functions and sources of macronutrients, micronutrients and fluids within the diet		A.D1 Evaluate the role and relevance of fluid, macronutrients and micronutrients intake on the body function of a sports performer.
A.P1 Describe the functions and sources of macronutrients and micronutrients play within the diet. A.P2 Describe the role that fluids play in the diet.	A.M1 Explain how having sufficient fluid, macronutrients and micronutrient intake can have a positive impact on body function.	
Learning aim B: Understand the energy demands and nutritional requirements of different sports and physical activities		B.D2 Evaluate the impact that meeting the energy demands a sports performer would have on their sporting performance.
B.P3 Describe the concept of energy balance. B.P4 Describe the energy demands of different sports and the nutritional considerations sports performers should make, when participating in these sports.	B.M2 Explain how the sports performer can adapt their nutritional approach to meet the energy demands of their sport.	
Learning aim C: Assess nutritional performance to meet the requirements of sport and physical activities		C.D3 Evaluate the results of the nutritional intake analysis and justify the recommendations for improvement.
C.P5 Identify the different ways a sports performer can record their nutritional intake. C.P6 Use nutritional intake information to analyse dietary requirements/ demands of a sports performer over a 5-day period. C.P7 Identify the key strengths and areas for development in the nutritional intake.	C.M3 Explain the strengths of the nutritional intake and make some recommendations for improvement for a sports performer.	

Essential information for assignments

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

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners need to develop their understanding of the underpinning knowledge with regard to nutrition; the different types of nutrient within the diet and the impact they have on the body. This theoretical knowledge needs to be balanced with practical application, so guest speakers from performance sport would provide this insight. This could be performers providing details of their nutritional practices or nutritional professionals who might offer insight into methods of assessment and nutritional planning.

As there is an assessment and analysis element to the unit, access to nutritional analysis software and/or mobile applications would enable learners to experience up-to-date methods of nutritional analysis.

Essential information for assessment decisions

Learning aims A and B

Learners should cover a range of sports in their taught sessions to investigate how energy demands can influence optimum nutritional intake, with them being able to then build a more informed and detailed case study on their chosen sport.

For Distinction standard, learners need to extend their explanation of the role that macronutrients, micronutrients and fluids have on the body function, providing a justification of why these would be relevant to the sports performer. This would include learners providing clear and accurate examples of how different types of food can have a positive impact on the body and associated performance in the chosen sport.

The analysis of the energy demands of the chosen sport will incorporate the energy balance concept, with a more detailed explanation and justification of how the different approaches suggested to meet the energy demands of the chosen sports could have a positive impact on health and performance.

For Merit standard, learners must develop their understanding and explain how key macronutrients and micronutrients can have a positive impact on health and sports performance, along with different types of fluids. Learners should extend the information offered regarding the functions and sources of the different nutrients, and explain how these can have an impact, providing a more complete list of the key nutrients.

Learners will also provide a more detailed explanation of energy balance and explain how adapting their nutritional approach by changing calorie intake along with altering the intake of macronutrients, micronutrients and fluids can have a positive impact on this balance.

The analysis of the energy demands of the chosen sport will be more detailed, with a higher level of accuracy, and supported by some relevant examples of the different nutrients and approaches involved in achieving the energy requirements of the sport.

For Pass standard, learners must demonstrate that they understand the key functions of macronutrients, micronutrients and fluids within the body in relation to general health and wellbeing and also the impact on sport performance. This would include learners identifying some of the common sources of the different nutrients, along with the role they perform in a healthy individual.

This will link into the learner providing a basic explanation of the concept of energy balance and how the change in calorie intake influences whether an individual will gain, maintain or lose body weight.

Building from the energy balance concept, the learner will provide a brief but accurate assessment of the energy demands of their chosen sport. They should provide some examples of how a performer in that sport could make sure they meet the energy demands through their nutritional intake by identifying the macronutrients and micronutrients that would be most relevant along with the relevant fluid intake.

Learning aim C

To achieve all the assessment criteria in learning aim C, learners should have access to at least one method of nutritional analysis of a five-day nutrition log, which could be via online or paper-based methods.

For Distinction standard, learners will build on their overview of the different methods of nutritional assessment that a performer could use, with the chosen method of analysis being explained in more detail and the reason for its selection being justified in comparison to the other methods identified.

Learners will complete a five-day period of recording nutritional intake, with detailed accuracy. This would include clear evidence of steps taken to measure the quantities of the nutrients consumed to a high level of accuracy, clear timings and with a high level of detail in the descriptions of food and fluids taken in.

The analysis of the nutritional log would provide the key headline analysis of the balance of percentage macronutrient intake, compared against reference values. The key micronutrients would be analysed in comparison with reference values, with some explanation offered to the potential impact of maintaining the current intake to the individual. The quantities and types of fluid will also be analysed, with clear comparison with appropriate reference values.

The analysis would result in the learner providing clear areas for development based on the results of the analysis in comparison with the energy demands of the chosen sport. The learner will provide clear guidance on how the performer could implement these changes, offering a clear and justified rationale for the impact that these changes could have on the sports performance.

For Merit standard, learners will build on their overview of the different methods of nutritional assessment that a performer could use, with the chosen method of analysis being explained in more detail.

Learners will complete a 5-day period of recording nutritional intake, with a good level of accuracy. This would include evidence of steps taken to measure more accurately quantities of the nutrients consumed, clear timings and more accuracy in the descriptions of food and fluids taken in.

The analysis of the nutritional log would provide percentage values for the macronutrients, the key micronutrients and fluid, with some comparison with appropriate reference values. The analysis would result in some more specific areas for development, with some guidance on how the performer could implement these changes with some justification of the impact that these changes could have on the sports performance.

For Pass standard, learners will provide an overview of the different methods of nutritional assessment that a performer could use, with the chosen method of analysis being covered in more detail.

Learners will complete a five-day period of recording nutritional intake, with limited accuracy. This would include estimates of intake quantities, rough timings and limited descriptions of food and fluids taken in.

The analysis of the nutritional log would provide headline values for the macronutrients, some micronutrients and fluids, with limited or no comparison with appropriate reference values. The analysis would result in some generalised areas for development, with very limited guidance on how the performer could implement these changes.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: Principles of Fitness and Fitness Testing
- Unit 2: Training for Personal Fitness.

Employer involvement

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

- guest speakers who could include sports coaches, sports performers and nutritionists/dieticians who have an involvement in sports and fitness
- visits to a health and fitness centre or professional who provides nutritional guidance.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop planning, analysis and problem-solving skills.

Unit 13: Work Experience in the Sports Industry

Level: 2

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop the skills to explore, participate in and review a 20-hour work experience in a vocational sports environment.

Unit introduction

Global career opportunities in the sport and active leisure industry are increasing. The sport and active leisure industry offers a range of diverse and exciting opportunities. This industry requires a variety of skills and attributes, including using own initiative, problem-solving, communication and teamwork to name but a few.

In this unit you will have the opportunity to develop your knowledge and skills within this environment, by applying for, and ultimately gaining, a work-based placement in the sports industry. The wide range of careers and requirements of specific job roles that are open to you in this rapidly expanding sector will be explored and reviewed. This will lead to a greater understanding of the entry requirements for employment.

Within this unit you will plan for and complete a 20-hour practical work-based work experience project on a full- or part-time basis within the sports industry. You will have the opportunity to prepare and develop your interview skills, as well as other work-related documentation. You will present the findings of your project to enable you to reflect on and review your work placement.

This is an ideal opportunity to prepare you for future careers within the sports industry and/or a Level 3 sport qualification.

Learning aims

In this unit you will:

- A** Explore the range and scope of organisations and job roles within the sports and active leisure industry
- B** Prepare for work experience within the sport and active leisure industry
- C** Carry out and review work experience within the sport and active leisure industry.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the range and scope of organisations and job roles within the sports and active leisure industry	A1 Sport and active leisure organisations in your country A2 Job roles in the sport and active leisure industry	<p>Learners prepare a presentation that identifies the key sport and active leisure organisations within their country and includes information about a range of job roles within the industry.</p> <p>Learners compile a portfolio of evidence to document their preparation for the work experience placement.</p>
B Prepare for work experience within the sport and active leisure industry	B1 Sources of career and job opportunities available B2 Relevant skills for job roles in the sport and active leisure industry B3 Application processes in the sport and active leisure industry B4 Interview skills required to obtain a role within the sport and active leisure industry	
C Carry out and review work experience within the sport and active leisure industry	C1 Carry out a work experience placement within the sport and active leisure industry C2 Record evidence of the work experience placement C3 Review and produce a self-evaluation of the work experience placement	<p>Learners carry out and review their work experience via a presentation and a written reflective journal completed during and after their work placement.</p>

Content

Learning aim, A: Explore the range and scope of organisations and job roles within the sports and active leisure industry

A1 Sport and active leisure organisations in your country

Learners need to know that the job roles will differ for the different sporting organisations.

- Organisations – sectors in the industry:
 - public, e.g. education, government, local government, health promotion, national governing bodies of sport (NGBs)
 - private, e.g. health clubs, leisure centres
 - voluntary sector, e.g. grassroots sports clubs
 - public/private partnerships
 - self-employment, e.g. personal trainers.
- Types of sporting career pathways. e.g.:
 - sporting
 - fitness
 - health
 - leisure
 - outdoor activity.

A2 Job roles in the sport and active leisure industry

- Job roles, e.g.:
 - coaching
 - exercise and fitness
 - sports development officer
 - community and events coordinator
 - sports administrator
 - facility management
 - groundskeeping
 - activity coordinator
 - lifeguard
 - leisure assistant
 - sports retail
 - sports marketing
 - sports media
 - health promotion
 - roles in high-performance sport, e.g. professional athletes/players, sports science support, analysts, coaches, fitness coaches, sports psychologists, lifestyle coaches, administrators, sports scientist, sports nutritionists, performance analysts.

Learning aim B: Prepare for work experience within the sport and active leisure industry

B1 Sources of career and job opportunities available

- Sources of jobs available:
 - sports websites
 - word of mouth
 - internet
 - social media
 - LinkedIn
 - recruitment agencies
 - sports journals.

B2 Relevant skills for job roles in the sport and active leisure industry

- Producing a personal skills audit against a selected job role.
- Interests and accomplishments.
- Work-related skills, e.g.:
 - reliability
 - organisational skills
 - commitment
 - resilience
 - empathy.
- Other skills:
 - interpersonal skills, e.g.
 - literacy
 - numeracy
 - IT.
 - employability skills, e.g.
 - teamwork
 - cooperation
 - communication
 - problem-solving
 - experience, e.g. sporting, coaching leadership, working with specific groups, specific training courses.

B3 Application processes in the sport and active leisure industry

Selection of a job role in a suitable career pathway, identified from skills audit.

- Identify a suitable job role, e.g.:
 - job analysis.
 - job description, e.g.:
 - duties and responsibilities
 - qualities
 - qualifications
 - skills
 - behaviours and experience required
 - safeguarding requirements
 - essential and desirable skills.

- Application process, e.g.:
 - application form
 - CV/resume
 - letter of application.

B4 Interview skills required to obtain a role in the sport and active leisure industry

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

Learning aim C: Carry out and review work experience within the sport and active leisure industry

C1 Carry out a work experience placement within the sport and active leisure industry

- Work-based skills, e.g.:
 - punctuality
 - regular attendance
 - awareness of own and others' safety, e.g. safety of participants, sports or fitness equipment
 - timely reporting of incidents and accidents
 - ability to follow instructions
 - responding to constructive criticism
 - working as part of a team
 - using your own initiative
 - producing promotional material and displays
 - completing tasks, e.g. administrative tasks, cleaning duties, setting up of equipment, ground maintenance, assisting in sessions, indoor and outdoor activities
 - interaction with others, e.g. participants, clients, customers, other colleagues booking procedures.

C2 Record evidence of the work experience placement

- Reflective journal, e.g.:
 - placement logs, diaries
 - personal accounts including witness-style testimonies and observation records
 - reflective practice.

C3 Review and produce a self-evaluation of the work experience placement

Individual appraisal of own roles throughout the work experience such as personal strengths and weaknesses, e.g. use of initiative, ability to follow instructions, receiving constructive criticism.

- Skill development to include communication skills and organisational skills.
- Assessment of how the skills acquired support the development of employability skills.
- Career development plan/progression opportunities.
- Identification of training/educational/experiential aims for progression.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the range and scope of organisations and job roles within the sports and active leisure industry		
A.P1 Outline different sports organisations, giving examples from across the sport and active leisure industry. A.P2 Identify different job roles that are available across the sport and active leisure industry.	A.M1 Describe different job roles available from across the sport and active leisure industry.	A.D1 Effectively assess the skills and qualities your chosen organisation needs to be effective in the delivery of its services and how these qualities can be demonstrated within the job roles.
Learning aim B: Prepare for work experience within the sport and active leisure industry		
B.P3 Explore where career and job opportunities can be found. B.P4 Outline the skills required for a career in the sports and active leisure industry. B.P5 Complete the application process for your chosen role in the sport and active leisure industry.	B.M2 Explain the interview process and the skills required for a job interview in the sports and active leisure industry.	B.D2 Evaluate own personal skills and qualities in relation to those required for a specific job role in sport and active leisure industry.
Learning aim C: Carry out and review work experience within the sport and active leisure industry		
C.P6 Carry out a 20-hour work experience and produce a reflective journal. C.P7 Produce a self-evaluation of your work experience.	C.M3 Describe your work experience placement using your reflective journal. C.M4 Explain your career development plan and your plans for career progression.	C.D3 Evaluate your work experience, highlighting ideas for future personal career development.

Essential information for assignments

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

There is a suggested maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aim: C (C.P6, C.P7 C.M3, C.M4, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a local work placement setting, which will enable them to undertake a 20-hour work placement in sport and active leisure industry.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners should focus on one sporting or active leisure organisation and assess what qualities and skills are required by team members to ensure they are effective in the delivery of its sport and active leisure provision.

Learners should evaluate how the roles and responsibilities of the relevant occupations in the chosen organisation would help them improve their own personal qualities and skills. For example, how effective communication in a leisure club could improve teamwork and membership of the club.

Learners should evaluate their own personal qualities and skills in relation to the requirements of a chosen role within the industry. Their evaluation would include the relevant qualities and skills they possess for the specific job role. They should reflect on the areas they need to improve on to be successful in this career/job role.

For Merit standard, learners will demonstrate their understanding of five job roles across the sectors in sports and active leisure. Learners will provide evidence of what the roles involve, including an explanation of the responsibilities of each role.

Learners should be able to explain the interview process, including what tasks might be required in a sports/active leisure job interview. Learners must also be able to explore interview skills as an interviewee.

For Pass standard, learners will be able to identify organisations from the sports sectors identified in the unit content. Learners should identify one job role from each sector. Learners should demonstrate the ability to access a wide range of sources of job advertisements and use them to explore where relevant sports and active leisure job and career opportunities are available.

Learners should summarise the main skills that would be required for a career in the sports and active leisure industry. Learners should complete the application process for an appropriate career that they would be able to apply for on completion of their current programme of study.

Learning aim C

For Distinction standard, learners should provide an evaluative account of their work experience placement. Their reflective journal will reflect on all aspects of the work experience placement. Evidence will be comprehensive and include work examples, and personal accounts of duties and jobs undertaken, including witness-style testimonies and observation records completed by the employer and/or tutor.

Learners should provide a reflective account of their experiences. They should reflect on the work experience and explain their own personal strengths and weaknesses and recommendations as to how their work experience may have been improved. Learners should review and evaluate their work experience and produce a personal development plan that includes their future career plans. Learners should evaluate the benefits of the work experience by looking at how the experience has improved their knowledge and understanding of their selected organisation within the sport and active leisure industry.

For Merit standard, learners should describe and evidence their work experience placement using their reflective journal to gather and organise their evidence.

Learners should explain their career development plan. Learners should reflect on ideas for their career progression, including information on future training and educational plans.

For Pass standard, learners should perform a 20-hour work experience placement within a selected sports or active leisure organisation.

Learners should complete their reflective journal whilst on their work placement.

The journal should include the information about the experience provider and any other relevant details, times of work, uniform and health and safety requirements. Evidence should be collected in the style of a portfolio, which could include examples of work undertaken, diaries and personal accounts, including witness-style testimonies and observation records completed by the employer and/or tutor. Learners should produce a reflective account of their experiences, describing their strengths and areas for improvement.

Links to other units and curriculum subjects

This unit links to:

- Unit 3: Business Skills in Sport
- Unit 4: Sports Development.

Employer involvement

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

- guest speakers and interview opportunities
- work experience
- business material as exemplars
- visits to appropriate business organisations.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills. Also developing critical thinking, problem solving and creative skills.

Unit 14: Exercise and Fitness Instruction

Level: 2

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will cover key topics in order to successfully plan, monitor and review different exercise programmes for different individuals.

Unit introduction

The exercise and fitness industry has grown rapidly over the past 25 years and now employs over 50,000 people. This is mainly due to the fact that people are more aware of the health benefits of exercise. Working in the exercise and fitness sector or in sports coaching requires an understanding of the principles behind exercise programme design and how to plan safe and effective exercise programmes.

For this unit you will plan, design, implement and review an exercise programme for two selected individuals. You will need to ensure each exercise programme is designed specifically to meet the individual needs of each participant, and cover the principles behind exercise programme design, including achievable goal setting, the importance of warming up and cooling down, and the key principles of training.

Learning aim B looks at how to plan exercise programmes for individuals with different needs, which may include a peer, a friend or a family member. You will cover the information that needs to be collected to ensure that the exercise programmes are safe and effective. You will also develop the skills needed to design safe and effective exercise programmes in a format that individuals can understand and follow. You will look at how to monitor the progress of individuals undertaking exercise programmes, keeping a diary or log to record activities carried out. You will learn how to analyse the success of the exercise programmes undertaken by gaining feedback from the individual participants by identifying areas that have been successful and the areas that require improvement.

The ability to design exercise programmes is particularly relevant if you are considering working in the sport and active leisure industry as a personal trainer, and also for other roles, such as a sports leader or coach.

Learning aims

In this unit you will:

- A** Understand the principles of exercise programme design
- B** Plan exercise programmes for selected individuals
- C** Monitor the progress of individuals undertaking exercise programmes
- D** Review the success of exercise programmes undertaken.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the principles of exercise programme design	A1 Warm-up A2 Cool down A3 Benefits of exercise A4 The principles of training	Assignment of a presentation on the principles of exercise programme design and the benefits of exercise. Presentation. Presentation notes and slides. Observation record.
B Plan exercise programmes for selected individuals	B1 Collecting information from selected individuals B2 Exercise programme design	Designing an exercise programme for selected individuals. Collecting information from individuals. Witness statements/ observation records to confirm planning meetings have taken place. Exercise programme for each individual.
C Monitor the progress of individuals undertaking exercise programmes	C1 Monitoring the progress of individuals. C2 Training diaries	Monitoring exercise programmes to record the progress of each individual over a training period of 4 weeks for each participant. Training diary for each individual. Written report. Observation records. Witness statements.
D Review the success of exercise programmes undertaken	D1 Review programme	Analysis and evaluation of the exercise programmes of the selected individuals, including recommendations for future training. Presentation. Presentation notes and slides. Observation record.

Content

Learning aim A: Understand the principles of exercise programme design

A1 Warm-up

- Functions of the warm-up, e.g.:
 - prepares the body for exercise
 - reduces risk of injury.
- Structure of the warm-up, e.g.:
 - mobility section
 - pulse-raising section
 - static stretching.

A2 Cool down

- Functions of the cool down, e.g.:
 - gradually returns the body to its resting state
 - reduces the risk of muscle soreness.
- Structure of the cool down, e.g.:
 - pulse-lowering section
 - static stretching
 - developmental stretching.

A3 Benefits of exercise

- Social and developmental wellbeing, e.g. meeting new people, learning new skills, tactics and techniques, improved self-esteem and self-confidence.
- Health-related benefits, e.g. weight management, stress reduction, cholesterol reduction, improved heart and respiratory function, prevention and management of disease (coronary heart disease – CHD), improved mental health and wellbeing.

A4 The principles of training

- Basic principles of training (FITT):
 - FITT – frequency, intensity, time, type
 - application of FITT in the planning of an exercise programme.
- Additional principles of training, e.g.:
 - overload
 - specificity
 - progression
 - individual differences
 - variation
 - reversibility
 - application of the additional principles of training in the planning of an exercise programme, e.g.
 - progression – starting with 10 minutes of brisk walking then increasing by 1 minute each day until 30 minutes is reached
 - variation – taking part in an aerobics session one day, gym session the second day and bike ride on the third day.

Learning aim B: Plan exercise programmes for selected individuals

B1 Collecting information from selected individuals:

- Planning meeting, e.g. face to face, virtual.
- Selected individuals (not self), e.g. peer, work colleague, family member, individual with particular needs.
- Lifestyle history questionnaire.
- Physical activity history questionnaire.
- Personal goals and needs, e.g. increase fitness, increase strength, reduce weight/manage weight, reduce stress levels, performance-related goals, social reasons (meeting new people).
- Informed consent, e.g.:
 - medical screening questionnaire
 - attitudes and motivation to exercise
 - barriers to exercise and how to overcome them.

B2 Exercise programme design

- Use results/outcomes from screening questionnaires and information collected, e.g. to assess physical activity levels and training needs/requirements, to assess lifestyle and personal training goals, to identify individuals who have particular needs or requirements.
- Safe and effective programme design, e.g. considering results/outcomes from screening questionnaires, considering ability level.
- Programme aims and objectives.
- Components of fitness, e.g. aerobic endurance, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, power, reaction time.
- Training methods for components of fitness, e.g.:
 - flexibility – static stretching, ballistic stretching
 - proprioceptive neuromuscular facilitation stretching (PNF)
 - strength, muscular endurance and power – resistance training, circuit training, plyometrics
 - aerobic endurance – continuous training, fartlek training, circuit training, interval training
 - speed- hollow sprints, acceleration sprints, interval training.
- Frequency, intensity, time and type of activities.
- Sequencing activities/programme components, e.g. warm-up, cool down, cardiovascular training, resistance training, skills, games.
- Select activities that can fit easily into individual's daily routine, e.g. brisk walking to work.
- Resources required, e.g. facilities, equipment.
- Using target heart rate zones to determine exercise intensity, e.g. 60–85% HR max is the recommended training zone for cardiovascular health and fitness: $\text{HR max} = 220 - \text{age (years)}$ multiplied by 0.60 to 0.85.
- Using the rating of perceived exertion (RPE) scale to determine exercise intensity.
- Activity selection to take into account client's enjoyment, cost, availability, transport.
- Producing exercise programmes in a format that can be understood and followed.

Learning aim C: Monitor the progress of individuals undertaking exercise programmes

C1 Monitor the progress of individuals:

- What to monitor, e.g.:
 - wearing correct attire
 - taking part in all planned sessions
 - correct technique
 - warming up and cooling down properly
 - checking that each individual performs to best of their ability
 - fitness gains
 - other positive outcomes, e.g. improved self-esteem and self-confidence, weight management, stress reduction, meeting personal goals and needs.
- Ways to monitor the progress of individuals, e.g.:
 - using heart rate and RPE to monitor exercise intensity
 - using progressive overload to ensure each individual continues to have improvement gains
 - checking their programme continues to meet individual needs over time
 - whether activity selection/training method(s) continue to be appropriate, taking into account, e.g. individuals' enjoyment, cost, availability, transport.

C2 Training diaries

- Training diaries used to record details for each session undertaken, e.g.:
 - training carried out
 - individual feedback
 - individual achievements against original personal goals and needs
 - motivation for training
 - personal feelings before, during and after exercise training.

Learning aim D: Review the success of exercise programmes undertaken

D1 Review programme:

- Learners review with the individual during and after completion of the programme.
- Gaining feedback from the individual on whether they enjoyed the programme and benefits gained.
- Strengths – areas of the programme that have been successful, e.g. what the individual particularly enjoyed, benefits of training, achievements against original personal goals/needs.
- Areas for improvement, e.g. where outcomes do not meet planned goals, where an individual did not enjoy an activity.
- Recommendations for future training, e.g. alternative training methods, change in exercise intensity, more sessions, longer sessions.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the principles of exercise programme design		A.D1 Justify the importance of designing safe exercise programmes for social and health-related benefits.
A.P1 Understand the functions and structure of a warm-up and cool down. A.P2 Explain the social and health-related benefits of exercise. A.P3 Describe the principles of training that may be applied in the planning of an exercise programme.	A.M1 Explain the importance of designing safe exercise programmes for social and health-related benefits.	
Learning aim B: Plan exercise programmes for selected individuals		B.D2 Justify the design of the four-week exercise programmes for selected individuals.
B.P4 Independently collect and summarise information for exercise programme design from selected individuals. B.P5 Design appropriate, safe and effective four-week exercise programmes for selected individuals.	B.M2 Explain the design of the four-week exercise programmes for each of the selected individuals.	
Learning aim C: Monitor the progress of individuals undertaking exercise programmes		C.D3 Assess the progress of two selected individuals undertaking four-week exercise programmes.
C.P6 Monitor two selected individuals undertaking four-week exercise programmes, using training diaries to describe progress.	C.M3 Explain, using relevant examples, the progress of two selected individuals undertaking four-week exercise programmes.	
Learning aim D: Review the success of exercise programmes undertaken		D.D4 Evaluate the exercise programmes for the selected individuals, comparing progress and justifying recommendations for exercise programme.
D.P7 Review the exercise programmes for the selected individuals, describing strengths and areas for improvement.	D.M4 Analyse strengths of each four-week exercise programme and areas for improvement, describing recommendations for future exercise programme.	

Essential information for assignments

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

There is a maximum number of four summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aim: B: B.P4, B.P5, B.M2, B.D2

Learning aim: C: C.P6, C.M3, C.D3

Learning aim: D: D.P7, D.M4, D.D4

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to fitness equipment, heart-rate monitors, and an RPE scale for monitoring and determining safe exercise intensity

Essential information for assessment decisions

Assessment of this unit should focus on the use of practical work as evidence and this is strongly encouraged. Assessment evidence for learning aims B–D are best presented in a portfolio of evidence that includes the following sections:

- Designing exercise programmes.
- Monitoring exercise programmes.
- Analysing exercise programmes.

Learning aim A

For learning aim A the principles behind exercise programme design could be assessed via a presentation or written report. Presentations need to be supported by the learners' notes/slides where used and teacher/tutor observation records which detail learners' achievement against the target criteria.

For Distinction standard, learners should provide an account of why safe exercise programme design is important to prepare the body and return to normal after exercise. This should also include different benefits linked to the social aspects of exercises, giving examples of different physiological benefits, and how improvements in mental wellbeing can be achieved from a well-planned and organised exercise programme. Learners could give examples with justified reasons for improvements in health because the basic principles of training are included in exercise programme design. This could include specific examples that link to additional principles of training that contribute to the overall benefits of exercise, which could be linked to international or national normative data.

For Merit standard, learners need to provide an account that clearly explains the importance of safe exercise programme design. Information should include recognition of safe exercise preparation through effective warming up and concluding sessions by including appropriate cooling down exercises. When looking at designing the programme, learners should recognise that exercise can have a range of benefits to the body systems and can also promote mental wellbeing. Learners should account for the benefits of exercise and how it may impact on specific health issues, e.g. heart disease and how exercise can improve overall health. The basic principles of training should be explained, with learners providing examples of why the exercise programme design needs to include links to time, intensity of different exercises and how often they are completed, learners could give examples of different types of exercise that can be included. Additional principles of training should be explained to identify the importance of these factors to ensure ongoing improvements in health and wellbeing. Learners could draw from international or national data throughout to support their explanation.

For Pass standard, learners need to recognise the importance of safe warming up and cooling down, and why this is a necessary part of an exercise programme design, they should use examples of different types of exercises that can help prepare and recover the body after exercise. They should include details of three benefits of exercise for physical health and three different benefits for mental wellbeing and personal development. These can be linked to health benefits and the prevention of disease with links to specific organisations. Learners must discuss the basic principles of training and the effects these can have in exercise programme design, giving examples. Learners should also recognise the wider principles of training and why these may need to be adjusted over a period of time – this could be linked to pre published information of data to support the learners in recognising normal ranges/scores.

Learning aim B

Evidence for learning aim B, the planning and designing of a four-week exercise programme for each of two selected individuals, could be produced in electronic or written format, but each programme must be presented in a format that can be easily understood and followed by the two selected individuals over the four-week period. Learners must give careful consideration to the individuals they select and choose those who are easily accessible, for example friends, peers, family. Learners must not select themselves as one of the participating individuals. The two individuals selected must be aware that they will be required to undertake a four-week exercise programme. Should the actual implementation of the programme be an issue for the selected individuals, then learners will need to have contingencies in place and select different individuals for this unit assessment. Learners must work independently.

The training methods/activities selected, frequency of sessions, and duration and intensity of sessions should be appropriate for each individual's age and previous activity level. Learners need to use the information they have collected from each individual (lifestyle history, physical activity history) to ensure that the programmes they design are safe, effective and meet the individual's personal goals/needs.

For Distinction standard, learners need to justify their different plans with reasons for the choices of each plan. Learners can use examples from each participant's health screening information to identify the choices of the components of each plan, such as their current health status, the time available to complete the proposed plan, access to resource or facilities, personal preference to complete some exercise activities over other types e.g. walking, running, swimming, gym-based routines.

For Merit standard, learners need to explain each exercise programme and how each links to the selected participant. They should include information about why each exercise programme plan is different and how each meets the needs of the selected participants. This can include information about the timing and intensity of the selected exercises in each plan, along with how these may be amended and adapted over the four-week period. Learners can draw on feedback from each participant's health screening to indicate these potential changes.

For Pass standard, learners need to collect information from two selected different individuals over the four-week exercise programme. These individuals can be a peer, family members, work colleagues, or people with specific particular needs. Learners will need to collect information linked to each participant's lifestyle history and their physical health and they will need to discuss with both individuals what their future exercise and fitness goals, and personal needs are in order to plan the exercise programme.

This will need to include how they feel about exercise, what prevents them from undertaking exercise and strategies that could be used to overcome them. This information can be collected in a variety of ways, for example by short interviews, phone conversations or at a virtual meeting. Learners will need to undertake a medical screening questionnaire with each participant in order to plan a safe exercise programme. From this information, learners will then design a four-week exercise programme for each individual. These should be safe programmes, which apply the principles of fitness and training and include all the relevant components of warming up and cooling down, along with different targeted exercises such as CV, strength, flexibility, endurance, power etc. Each four-week programme will need to include specific information linked to activities that meets the needs of each of the individuals. Each plan should have clear aims and objectives, with relevant progressions including the different training methods and how these can fit into the different lifestyles of each participants. Learners should include details of the equipment, resources and facilities that may be needed for each plan, along with relevant costings. Each plan should be clearly laid out so that each participant can follow it over the four-week period, and this should link to the participant's enjoyment of a variety of different exercise activities.

Learning aim C

For learning aim C, learners need to provide evidence that they have monitored two individuals undertaking their four-week exercise programmes. Monitoring can either be carried out directly by learners observing the selected two individuals taking part in their 4 week exercise programmes (and learners can then maintain their own diaries to monitor the progress of each individual), and/or indirectly, via regularly accessing the personal training diary maintained by each participating individual.

Direct observation does not have to be as a sedentary observer – learners could train alongside their selected individuals. In this way, learners could maintain the training diaries themselves on behalf of each individual participant, gaining direct feedback and input from participants on their training, ongoing motivation for training, and personal feelings before, during and after each training session. Data relating to HR training zones and RPE for each individual can also be recorded in the training diary. Learners must also account for whether the activity selection/training method(s) continue to be appropriate for each individual and show evidence of how progressive overload has been applied. Notes and evidence to show monitoring of each individual can be recorded in the training diary. Learners could produce a report to show the overall progress of each individual.

If an individual misses a training session due to illness, injury or failure to turn up, this should be recorded, but should not negatively affect the learner's overall achievement. Learners should make relevant comments about this in their review. It may be that barriers to training exist. Learners must discuss and establish reasons why training has been missed with the individual and seek resolution (which, for example, might mean adapting the training method) to ensure the individual is able to adhere to their programme.

For Distinction standard, learners need to relate the principles of training and evaluate the progress over the four-week exercise programmes for the two selected participants. They need to consider two or more aspects of the programmes, and compare the results and data collected ideally against published norms – this can include any similarities in or differences in results and provide clear explanations of why these may have occurred. Learners can also include relevant information that links to the advantages and the disadvantages of each programme, and their participant's ability to complete or adhere to the programmes. Learners should include relevant justification, giving specific reasons for each programme and why this links to each individual needs on how future training could be developed.

For Merit standard, learners need to explain the progress of each individual's four-week exercise programme. This must include specific examples to account for any progression or regression in the programme, such as reducing sets and reps, increasing/decreasing time periods of specific exercises and changes in type of exercise. Learners could include information linked to any barriers to the exercise programme that exists and make adaptations to the programme to ensure that each participant can adhere to their planned exercise sessions. This can be completed on a weekly basis.

For Pass standard, learners need to provide evidence that they have monitored both selected individuals undertaking their four-week exercise programme. This can be carried out by direct observation by the learners, or learners can also maintain their own diaries to monitor the progress of each individual; all this can also be undertaken indirectly by accessing the personal training diaries of each participant. Learners could also train alongside their selected individuals in order to maintain training logs and records on behalf of each participant. With the agreement of each participant, this would allow the learner to receive direct comments during and after the sessions, enabling them to collect relevant data such as heart rate training zones, RPE and feedback on the content and intensity of the programme. If any participant misses a training session, this should be recorded, but should not negatively affect the learner's overall achievement, but they will be expected to make relevant comments about this in their review.

Learning aim D

For learning aim D, the exercise programmes could be reviewed in the form of a report for each participating individual or via a verbal presentation, supported by a teacher/tutor observation record clearly showing the learner's achievement against the target criteria.

For Distinction standard, learners need to evaluate by drawing on the different aspects of progress of each individual over the four-week programme. This can include a weekly review that considers the different factors or events that could impact on each programme, followed by key conclusions of the most important or relevant progress that each participant has made on completion of the programme. Where possible, this should be linked directly to the data or information that has been collected, with feedback from each participant. For example, motivational levels, improved heart rate, frequency of training and adherence to the programme. Learners will then be expected to conclude the key information and progressions made, with clear links to the needs of their selected participants for future training plans.

For Merit standard, learners need to analyse each four-week programme and considered the strengths of specific aspects of the programmes based on participant's feedback linked to goals and outcomes. This can include information that draws on information to the effectiveness of specific identified aspects of each exercise programme, followed by the overall strengths of each participant's exercise schedules. Learners need to establish clear conclusions for future training recommendations that could be presented to each participant.

For Pass standard, learners need to look at the outcomes of each four-week exercise programme for each selected individual. Learners can choose different aspects of each programme that review the different exercise sessions and the results, which include information that identifies the strengths of each programme, which aspects the participants liked/disliked, and areas where improvements are necessary. This can include different reasons such as fitting into the participants daily/weekly routine, costs of exercising, availability of exercise resources near home, exercises that each participant enjoys, and how these may link to each participant's exercise schedules and availability.

Links to other units and curriculum subjects

This unit links to:

- Unit 1: Principles of Fitness and Fitness Testing
- Unit 2: Training of Personal Fitness
- Unit 5: Practical Sport
- Unit 9: Planning and Leading Sports Events
- Unit 11: Psychology for Sports Performance
- Unit 14: Exercise and Fitness Instruction.

Employer involvement

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

- guest speakers
- work experience
- visits to observe different exercise sessions.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop research and planning skills.

Unit 15: Outdoor and Adventurous Activities

Level: 2

Unit type: **Internal Assignment**

Guided learning hours: **60**

Unit in brief

Learners investigate key considerations in the preparation and participation of outdoor and adventurous activities.

Unit introduction

Outdoor and adventurous activities are ever increasing in popularity. Activities such as climbing, mountain biking and sailing provide different challenges to traditional competitive sports by allowing participants the opportunity to compete against themselves or overcome physical and mental challenges posed from the outdoor environment.

This unit will develop and broaden your understanding of outdoor and adventurous activities, the key requirements for participation, and the risks and hazards associated with taking part in these types of activities. You will explore the key planning and preparation considerations required for safe participation.

The unit will provide an opportunity for you to participate in outdoor and adventurous activities. You will practise, develop and then demonstrate your skills and techniques in different outdoor and adventurous activities, reviewing your own performance and suggesting strategies to improve future performance.

Learning aims

In this unit you will:

- A** Know the different outdoor and adventurous activities
- B** Plan and prepare for participation in outdoor and adventurous activities
- C** Demonstrate skills and techniques in outdoor and adventurous activities.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know the different outdoor and adventurous activities	A1 Outdoor and adventurous activities A2 Key requirements for participation in outdoor and adventurous activities A3 Risks and hazards associated with outdoor and adventurous activities	A written report that examines different outdoor and adventurous activities, including key information on the requirements for participation and the risks and hazards associated with each activity.
B Plan and prepare for participation in outdoor and adventurous activities	B1 Skills and techniques in outdoor and adventurous activities B2 Preparing for participation in outdoor and adventurous activities	A log or diary that identifies and reviews the activity-specific techniques developed during practice, together with an appropriate plan for participation in different activities.
C Demonstrate skills and techniques in outdoor and adventurous activities	C1 Skills and techniques in outdoor and adventurous activities C2 Review own performance in outdoor and adventurous activities	Video evidence of the skills and activity-specific techniques demonstrated, together with a written review of performance and suggested strategies for future improvement.

Content

Learning aim A: Know the different outdoor and adventurous activities

A1 Outdoor and adventurous activities

- Types of outdoor and adventurous activities, e.g.:
 - land-based activities, e.g. orienteering, rock climbing, mountain biking, snowboarding, skiing, caving, mountaineering
 - water-based activities, e.g. kayaking, sailing, windsurfing, canoeing, surfing.

A2 Key requirements for participation in outdoor and adventurous activities

- Required equipment, e.g.:
 - activity-specific equipment: the equipment needed to participate in the activity
 - personal protective equipment: the equipment needed to keep participants safe during the activity
 - emergency equipment: the equipment required to help in an emergency.
- Facilities, e.g.:
 - venue: what type of facility does the activity take place at?
 - cost: how much does it generally cost to participate in the activity?
 - teaching and training: what teaching or training is required to participate in the activity?
 - supervision: what supervision is required to participate in the activity?
 - enhancing environmental resources, e.g. adding bolts to climbing areas, altering the flow of a river, creating beaches.
- Environmental requirements, e.g.:
 - weather, e.g. temperature, wind, precipitation, humidity
 - terrain, e.g. type, gradient, features
 - water, e.g. type of water (sea, lake, river), state of water (tidal, flowing, flat, surf).

A3 Risks and hazards associated with outdoor and adventurous activities

- Types of risks and hazards, e.g.:
 - human, e.g. lack of experience, lack of concentration
 - environment, e.g. severe weather, uneven terrain
 - mechanical, equipment and facilities, e.g. inappropriate personal protective equipment, poorly maintained technical equipment
 - risk assessment: specific for the outdoor and adventurous activity, details of risk, e.g. natural (rock, water, temperature), human, equipment related, who might be affected, likelihood of occurrence, severity, risk rating, appropriate controls to reduce risk (measures to minimise and manage risk, contingency plans for changes in environmental conditions).

Learning aim B: Plan and prepare for participation in outdoor and adventurous activities

B1 Skills and techniques in outdoor and adventurous activities

- Develop knowledge of activity-specific skills and techniques, e.g.:
 - orienteering – compass work, judging distances, planning routes
 - sailing – launching, tacking, capsize recovery
 - climbing – belaying, crimping, bridging.

B2 Preparing for participation in outdoor and adventurous activities

- Preparation for outdoor and adventurous activities will differ depending of the type of activity and the specific needs of the participant.
- Planning for participation, e.g.:
 - warm-up: appropriate for the demands of the activity
 - equipment: checking equipment before use, appropriate to activity and participants, setting up (correctly and safely in relation to environmental considerations and personal requirements)
 - safety precautions, e.g. planning escape routes, letting someone know your plans and when you should return.
- Key environmental considerations when preparing for participation:
 - weather: checking conditions and forecast, e.g. wind strength (relating to Beaufort scale), wind direction, precipitation, air temperature
 - terrain, e.g. appropriateness of terrain to activities, how weather causes changes in terrain, water levels and land saturation
 - water state, e.g. tides, water movement (flow and currents), water levels.
- Preparing for different feedback opportunities, e.g. participants, assessor, observer, self.
- Planning for feedback methods to review performance, e.g. questionnaires, verbal feedback, comment cards, observation records.
- Recording participation of session, e.g. equipment, location, responsibility to film.

Learning aim C: Demonstrate skills and techniques in outdoor and adventurous activities**C1 Skills and techniques in outdoor and adventurous activities**

- Skills, e.g. decision making, communication, motivation, adaptability, balance, awareness of changing conditions, awareness of other participants, problem solving.
- Techniques (specific to selected outdoor and adventurous activity), e.g. correctly fitting personal protective equipment such as climbing harnesses, turning and stopping while skiing, belaying safely for another climber, breaking sharply on a mountain bike without skidding, launching and landing, paddling a kayak backwards, sailing in a straight line, appropriate use of ropes and knots.

C2 Review own performance in outdoor and adventurous activities

- Learners should use the feedback and footage collected to review their performance in outdoor and adventurous activities.
- Strengths of own performance, e.g. in relation to specific skills and techniques, where aims and objectives of activity have been met.
- Areas for improvement, e.g. in relation to specific skills and techniques.
- Strategies to improve future performance, e.g. short-term and long-term goals, attending courses, training programmes, where to seek help and advice, join local clubs.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Know the different outdoor and adventurous activities		
<p>A.P1 Describe the key requirements for participation in outdoor and adventurous activities.</p> <p>A.P2 Describe the risks and hazards relating to the participation in outdoor and adventurous activities.</p>	<p>A.M1 Explain the key requirements for participation in outdoor and adventurous activities.</p> <p>A.M2 Explain appropriate controls to reduce identified risks and hazards relating to the participation in outdoor and adventurous activities.</p>	
Learning aim B: Plan and prepare for participation in outdoor and adventurous activities		
<p>B.P3 Describe the main skills and techniques required to participate in outdoor and adventurous activities.</p> <p>B.P4 Produce a plan for participation in different outdoor and adventurous activities.</p>	<p>B.M3 Explain the planning and preparation for participation in different outdoor and adventurous activities.</p>	
Learning aim C: Demonstrate skills and techniques in outdoor and adventurous activities		
<p>C.P5 Demonstrate appropriate skills and techniques in two different outdoor and adventurous activities.</p> <p>C.P6 Review own performance in two different outdoor and adventurous activities, describing strengths and areas for improvement.</p>	<p>C.M4 Explain strengths and areas for improvement in two different outdoor and adventurous activities.</p>	

Essential information for assignments

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

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

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

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to a minimum of two different outdoor and adventurous activities. Centres must have access to 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 appropriate outdoor locations and have access to outdoor centres that can provide specialist equipment and knowledge. Activities should only be offered when teachers, assessors or instructors hold the appropriate qualifications for safe participation.

Essential information for assessment decisions

Learning aims A and B

For Distinction standard, learners should consider the positive impact on participation and the possible consequences that each technique can have on performance. Learners will produce a suitable participation plan that evaluates the significance each of the relevant considerations plays in their chosen activities. Learners should include the potential positive impacts on participation and possible consequences to participation for each of the relevant key considerations. Learners will evaluate the controls to reduce risks and hazards in their four chosen activities. The evaluation should include the positive impact the controls will have on reducing risk and the possible consequences if the controls were not appropriately in place.

For Merit standard, learners will explain the key requirements relating to participation in two outdoor and adventurous activities. Learners will give the reasons behind why each of the relevant considerations of required equipment, facility information and environmental requirements are needed for participation in each of their two chosen activities. Learners will also need to give the reasons behind each appropriate control to reduce identified risks and hazards. Learners should give clear reasoning of why each control is in place to help reduce the risks associated with each activity. Learners will produce a suitable preparation-to-participate plan for two different outdoor and adventurous activities that gives detailed reasons behind why each of the warm-up, equipment, safety precautions and relevant key considerations needs to be planned effectively for participation in their chosen activities.

For Pass standard, learners will describe the key requirements relating to participation in four outdoor and adventurous activities. Learners will include relevant descriptions of the required equipment, facility information and environmental requirements needed for each of their two chosen activities. Learners will also need to describe the relevant human, environmental, mechanical, equipment, facility and risk assessment information to highlight the risks and hazards associated with each of the two activities, together with the appropriate controls to reduce risks in each activity. Learners will produce a suitable plan for preparation to participate in two different outdoor and adventurous activities that includes information on warm-up, equipment, safety precautions and key environmental considerations.

Learning aim C

For Distinction standard, learners will analyse their participation in both activities by providing detailed breakdowns of each of their strengths and areas to improve, examining the impact each had on their performance. Learners will justify their suggested strategies to improve performance in each activity, giving detailed reasons or evidence to support how they reached their conclusions for each.

For Merit standard, learners will review performance in both activities, giving detailed reasons behind each of their strengths and areas to improve, using feedback to support their explanations. Learners should suggest strategies to improve future performance for both activities.

For Pass standard, learners must participate in two different outdoor and adventurous activities, developing their activity-specific skills and techniques. Learners should complete a diary or log that describes the main points required for each of the relevant techniques in their chosen two activities. Learners will demonstrate their skills and activity-specific techniques by participating in two different outdoor and adventurous activities. The activities should be video recorded to provide evidence of learners participating in their chosen activities and to support performance reviews. Learners will review their performance in each of the activities, describing their main strengths and areas to improve. Learners may refer to some of the feedback generated when reviewing their performance.

Links to other units and curriculum subjects

This unit links to:

- Unit 5: Practical Sport
- Unit 6: Leadership in Sport
- Unit 9: Planning and Leading Sports Events
- Unit 16: Expedition Experience.

Employer involvement

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

- workplace observations and industry visits
- guest speakers.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop communication, problem-solving and self-management and development.

Unit 16: Expedition Experience

Level: 2

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners study best practice in the planning, participation and review of outdoor activity expeditions.

Unit introduction

For many years, expeditions have taken place involving travel and exploration. Expeditions are an everyday part of many people's lives, ranging from the Duke of Edinburgh's Award and other expeditions aimed at personal development, through to gap years and more traditional adventures in distant parts of the world.

In this unit, you will investigate expeditions, including their key features, aims and objectives. You will learn about famous expeditions that demonstrate teamwork, endeavour, humanity, leadership and tenacity, for example Ellen MacArthur's circumnavigation of the globe. This unit requires you to reflect on the spirit of those expeditions by planning, participating in and reviewing the outdoor activity expeditions you have experienced. To undertake an expedition successfully, you will need the appropriate planning, practical knowledge and skills. You will have the opportunity to demonstrate your competence and proficiency in using a wide range of practical expedition skills, as well as leadership and group supervision skills. You will undertake at least two expeditions, which will complement and build on any other expeditions you have undertaken in your programme of study or through a wider context of expedition participation.

This unit will help you to develop self-confidence and interpersonal and leadership skills in a safe learning environment. These skills will be developed through practical participation in planning, carrying out and evaluating day- and multi-day expeditions. You will have the opportunity for personal development through completing the day- and multi-day expeditions, enhancing your physical, social, spiritual, emotional and intellectual development.

This unit will help you to progress to employment in the growing field of expeditions. It will also help you to progress to further study in higher education and to professional qualifications for mountain leaders or expedition leaders.

Learning aims

In this unit you will:

- A** Know about safety considerations, and environmental factors of outdoor activity expeditions
- B** Plan and prepare for an outdoor activity expedition
- C** Carry out an outdoor activity expedition promoting environmental responsibility.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Know about safety considerations and environmental factors of outdoor activity expeditions	A1 Safety considerations for outdoor activity expeditions A2 Environmental factors for outdoor activity expeditions	Written report focusing on the safety considerations and environmental factors for outdoor activity expeditions.
B Plan and prepare for an outdoor activity expedition	B1 Planning for an outdoor activity expedition B2 Preparing for an outdoor activity expedition B3 Review performance when planning and preparing for an outdoor activity expedition	Log/portfolio that documents learners' planning and preparation for an outdoor activity expedition. Suitable records of practical activity and digital recordings can be used to support the practical elements of learners' preparation. Log/portfolio, and feedback from others can be used to review their performance, creating a development plan.
C Carry out an outdoor activity expedition promoting environmental responsibility	C1 Use outdoor activity expedition equipment C2 Demonstrate appropriate outdoor activity expedition skills and techniques C3 Demonstrate environmental responsibility in an outdoor activity expedition C4 Review performance in undertaking an outdoor activity expedition	Undertake a multi-day outdoor activity expedition, using a log/diary to record key information. Tutors will observe learners demonstrating the use of outdoor activity equipment, skills and techniques, along with their demonstration of environmental responsibility. Suitable records of practical activity and digital recordings can be used to support the practical elements of the expedition. Learners can use this evidence to support them in their review of performance, creating a development plan.

Content

Learning aim A: Know about safety considerations and environmental factors of outdoor activity expeditions

A1 Safety considerations for outdoor activity expeditions

- Foreseeing hazards and reducing risks, e.g.:
 - assess relevant risks
 - review forecasts
 - carry appropriate equipment, e.g. correct clothing, shelter, emergency aid equipment, water, food, whistle, mobile phone
 - information sharing, e.g. emergency contact, leaving notification of where you will be going and when you expect to return.
- Correct emergency protocols, e.g.:
 - first aid
 - considering escape routes
 - basic survival principles – cover from the elements, organising assistance, controlling supplies
 - contacting emergency services
 - considering guidelines and advice from governing bodies, national and worldwide outdoor activity organisations
 - relevant legislation:
 - specific to leading different groups, e.g. children
 - specific to health and safety, e.g. use of risk assessments, ratios, qualifications, carrying appropriate equipment.

A2 Environmental factors for considerations of outdoor activity expeditions.

- Taking steps to reduce environmental footprint, e.g.:
 - reducing erosion
 - minimising disturbance to wildlife
 - respecting plant life
 - preventing damage
 - educating others about the environment.
- Understanding the significance of designated areas, e.g. national parks.
- Adhering to guidelines set out by national codes of behaviour, governing bodies and worldwide organisations.

Learning aim B: Plan and prepare for an outdoor activity expedition

B1 Planning for an outdoor activity expedition

- A multi-day expedition – a minimum of two days with one overnight stay.
- Rationale for the outdoor activity expedition, aims and objectives.
- Planning a route, e.g.:
 - using a route card
 - route description
 - distance
 - terrain
 - timeframes
 - escape routes.

- Environmental conditions, e.g.:
 - weather
 - researching
 - planning
 - contingencies.
- Planning logistics, e.g.:
 - accommodation
 - equipment
 - transport
 - food and water
 - considering permissions required, e.g. from parents/guardians, access to land, emergency contact details.
- Completing a risk assessment prior to undertaking an outdoor activity expedition, e.g.:
 - risks
 - hazards
 - who may be affected
 - likelihood
 - severity
 - rating
 - controls.
- Contingency planning.

B2 Preparing for an outdoor activity expedition

- Checking weather forecast and taking appropriate action.
- Checking local information such as traffic, transport, staffing levels and participant status, and taking appropriate action.
- Equipment – group, personal and safety, e.g.:
 - selecting appropriate equipment
 - carrying out checks
 - maintaining equipment
 - packing and carrying equipment considering the importance of weight and volume
 - distributing equipment amongst the team.
- Emergency contact details and procedures.
- Knowledge and skills to prepare effectively, e.g. group experience and ability, difficulty of planned routes, health and safety requirements, key equipment.

B3 Review performance when planning and preparing for an outdoor activity expedition

- Log of own performance in the planning and preparation of an outdoor activity expedition.
- Collection of feedback, e.g.:
 - from participants and supervisor(s)
 - verbal
 - comment cards
 - questionnaires
 - video diaries.

- Strengths and areas of improvement, of planning and preparation for outdoor activity expeditions:
 - achievement, or non-achievement, of aims and objectives
 - specific skills and techniques.
- Recommendations to improve performance, e.g.:
 - short-term and long-term goals, e.g. developing leadership skills, becoming more familiar with different types of expedition requirements, increasing knowledge of specialist equipment
 - use of courses and training programmes
 - barriers, e.g. time, opportunity, access to specialist advice
 - sources of help and advice, e.g. specialist outdoor organisations, tutors, peers, expedition texts and magazine.

Learning aim C: Carry out an outdoor activity expedition promoting environmental responsibility

C1 Use outdoor activity expedition equipment

- Equipment needed for an outdoor activity expedition, e.g.:
 - tents and related equipment
 - cooking equipment
 - personal protective equipment
 - navigation equipment, e.g. map, compasses, GPS
 - communication equipment, e.g. mobile phones, radios
 - emergency equipment, e.g. first aid, emergency shelters.
- Use of dynamic risk assessment, e.g. applying planned risk assessment to actual expedition.
- Use of equipment, e.g. use safely, effectively and efficiently, follow manufacturers' instructions.

C2 Demonstrate appropriate outdoor activity expedition skills and techniques

- Skills, e.g.:
 - teamwork
 - communication
 - organisation
 - balance
 - endurance
 - coordination
 - negotiation
 - motivational skills
 - making decisions
 - campcraft skills
 - imparting knowledge of location and environment
 - using navigational tools, e.g. map, compass, GPS, pacing
 - how to deal with accidents and incidents that may occur.

- Techniques, e.g.
 - selection of area to camp
 - using terrain for shelter
 - avoiding hazards
 - conserving energy
 - keeping pace and rhythm
 - traversing difficult terrain
 - preparing food
 - disposing of waste
 - maintaining personal hygiene
 - reducing environmental impact.

C3 Demonstrate environmental responsibility in an outdoor activity expedition

- Taking steps to reduce environmental footprint, e.g.:
 - reducing erosion
 - minimising disturbance to wildlife
 - respecting plant life
 - preventing damage
 - educating others about the environment.
- Application of appropriate codes of conduct for the area/countryside.

C4 Review performance in undertaking an outdoor activity expedition

- Keeping a log of own participation in an outdoor activity expedition.
- Seeking and using feedback, e.g.:
 - from participants and supervisor(s)
 - verbal
 - comment cards
 - questionnaires
 - video diaries.
- Reflecting on success against rationale, aims and objectives, e.g.:
 - improving teamwork skills
 - increasing motivation
 - build knowledge of the outdoors and the environment
 - learning new skills
 - appropriateness of the expedition.
- Strengths and areas of improvement of own performance when carrying out an outdoor activity expedition:
 - specific to relevant skills and techniques
 - achievement, or non-achievement, of aims and objectives.
- Recommendations to improve performance, e.g.:
 - short-term and long-term goals, e.g. undertake more challenging expeditions, experience expeditions in different conditions/climates, develop leadership skills, increasing knowledge of environmental factors
 - use of courses and training programmes
 - sources of help and advice, e.g. tutors, specialist outdoor organisations, course providers, expedition texts and magazines
 - possible barriers, e.g. cost of training courses, time to undertake training, expedition work opportunities.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Know about safety considerations and environmental factors of outdoor activity expeditions		A.D1 Analyse safety considerations and environmental factors involved in an outdoor activity expedition.
A.P1 Describe the safety considerations for an outdoor activity expedition. A.P2 Describe the environmental factors involved in outdoor activity expeditions.	A.M1 Explain safety considerations and environmental factors involved in an outdoor activity expedition.	
Learning aim B: Plan and prepare for an outdoor activity expedition		B.D2 Evaluate own performance in planning and preparing for an outdoor activity expedition, suggesting recommendations to improve performance.
B.P3 Demonstrate planning and preparation for a multiday outdoor activity expedition. B.P4 Describe strengths and areas for development in planning and preparing for an outdoor activity expedition.	B.M2 Assess own performance in planning and preparing for an outdoor activity expedition, in relation to the plan.	
Learning aim C: Carry out an outdoor activity expedition promoting environmental responsibility		C.D3 Evaluate own performance when carrying out an outdoor activity expedition, suggesting recommendations to improve performance.
C.P5 Demonstrate effective use of equipment, skills and techniques during an outdoor activity expedition. C.P6 Demonstrate effective promotion of environmental responsibility during an outdoor activity expedition. C.P7 Describe strengths and areas for development when carrying out an outdoor activity expedition.	C.M3 Assess own performance including promotion of environmental responsibility when carrying out an outdoor activity expedition.	

Essential information for assignments

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

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims, and criteria is:

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

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.D3)

Further information for teachers and assessors

Resource requirements

Learners need access to a safe and suitable venue to undertake an outdoor activity expedition. Learners will need access to the equipment required to undertake safe expeditions in order to demonstrate their skills, techniques and environmental awareness.

Essential information for assessment decisions

Learning aim A

For Distinction standard, learners must analyse the safety considerations and environmental factors that are pertinent to outdoor activity expeditions. Learners will demonstrate relevant research and will be able to discuss the impact, and interrelationships, of a range of safety considerations and environmental factors on outdoor activity expeditions. Learners will examine how safety considerations and environmental factors could differ depending on the expedition type, and how they may need to be adapted for different activities. For example, there are likely to be different safety considerations when leading an expedition with children.

For Merit standard, learners will explain safety considerations and environmental factors involved in an outdoor activity expedition. They will give reasons, and use appropriate evidence, to support their opinions and views. Learners will clearly show that they comprehend the specific reasons for the safety considerations and environmental factors.

For Pass standard, learners will describe safety considerations and environmental factors relevant to outdoor activity expeditions. For A.P1, learners will show an understanding of hazard identification and risk reduction, along with emergency protocols. They will be able to discuss guidelines provided by appropriate organisations and legislation, linking to safe practice. For A.P2, learners will show an understanding of the steps that must be taken to reduce environmental footprint, describing why these are important. They will identify specific areas of outdoor significance and describe how adherence to guidelines set out by governing bodies and/or worldwide organisations help to reduce environmental footprint.

Learning aim B

Learners will produce a portfolio of evidence detailing how they planned and prepared for a multi-day outdoor activity expedition.

For Distinction standard, learners will include the detail of the planning and preparation, and the considerations listed in the unit content, providing appropriate judgements of the impact of these considerations. Learners will suggest short- and long-term recommendations to improve performance, discussing why their suggested recommendations are appropriate and/or preferable to other options considered. Learners will discuss relevant targets, goals, sources of help and advice and potential barriers and how they may be overcome.

For Merit standard, learners will provide a detailed rationale for their plan and preparations for a multi-day outdoor activity expedition, supporting reasons with relevant evidence. They will support their assessment of their performance with feedback from significant others.

For Pass standard, learners will independently plan for an outdoor activity expedition and demonstrate competence in their preparation. They should support the practical aspects of planning and preparation through the use of appropriate records of practical activity and digital recordings. Learners will keep a log or portfolio to document the activities undertaken, using evidence from their log along with feedback from significant others. Learners will review their own performance in planning and preparing for a multi-day outdoor activity expedition, describing their strengths and areas for improvement.

Learning aim C

Learners will undertake a multi-day outdoor activity expedition, keeping a log during their participation.

For Distinction standard, learners will include the detail of a range of key considerations identified in the unit content in order to provide appropriate judgements of their performance when carrying out an outdoor activity expedition. They will evaluate their use of equipment, demonstration of skills and techniques and promotion of environmental responsibilities. Learners will suggest short- and long-term recommendations to improve performance, discussing why their recommendations are appropriate and/or preferable to other options considered. Learners will discuss relevant targets, goals, sources of help and advice and potential barriers and how they may be overcome.

For Merit standard, learners will give careful consideration to the factors involved in the undertaking of a multi-day outdoor activity expedition to arrive at valid conclusions as to their strengths and areas for development. They will support their assessment of their performance with feedback from significant others.

For Pass standard, learners will keep a log/portfolio of their participation in an outdoor activity expedition, in which they review their strengths and areas for improvement in relation to their effective use of equipment, skills and techniques and promotion of environmental responsibilities, and the aims and objectives of the expedition. They should support practical aspects of the expedition through the use of appropriate records of practical activity and digital recordings. Recording sessions visually means that assessment can also take place after the multi-day expedition, and learners can use the recordings in reviewing their own performance. Learners will use relevant information and evidence from the undertaking of the multi-day outdoor activity expedition to review their own performance, describing strengths and areas for improvement.

Links to other units and curriculum subjects

This unit links to *Unit 15: Outdoor and Adventurous Activities*.

Employer involvement

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

- guest speakers from outdoor activity centres/businesses who run outdoor activity expeditions
- visits to outdoor activity facilities
- expedition material as exemplars
- work experience.

Opportunities to develop transferable employability skills

In completing this unit, learners will have the opportunity to develop problem solving, decision-making, personal and social responsibility skills. Learners will also develop teamwork and collaboration skills, along with leadership attributes such as, responsibility assertiveness and self-presentation.

4 Planning your programme

How do I choose the right BTEC International Level 2 qualification for my learners?

BTEC International Level 2 qualifications come in a range of sizes, each with a specific purpose. You will need to recruit learners very carefully to ensure that they start on the right size of qualification to fit into their study programme and that they take the right pathways or optional units to allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC International Level 2 Award or Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC International Level 2 Extended Certificate or Diploma.

Some learners are sure of the sector in which they wish to work and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC International Level 2 Diploma as the most suitable qualification.

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that the learners you recruit have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have sufficient learning to study at this level.

If learners are studying in English we recommend that they have attained at least Level B2 in the Common European Framework of Reference for Languages or Pearson Global Scale of English 51. Please see resources available from Pearson at www.pearson.com/english.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that is needed. Further information is given in *Section 8 Quality assurance*.

What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector.

What resources are required to deliver these qualifications?

As part of your centre approval, you will need to show that the necessary material resources and work spaces are available to deliver BTEC International Level 2 qualifications. For some units, specific resources are required.

How can Pearson Progress help with planning for these qualifications?

Pearson Progress is a digital support system that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities such as course creation, creating and verifying assignments and creating assessment plans and recording assessment decisions.

For further information, see *Section 10 Resources and support*.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC International Level 2 qualifications using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

What are the recommendations for employer involvement?

BTEC International Level 2 qualifications are vocational qualifications and, as an approved centre, you are encouraged to work with employers on design, delivery and assessment to ensure that it is engaging and relevant, and that it equips learners for progression. There are suggestions in many of the units about how employers could become involved in delivery and/or assessment but these are not intended to be exhaustive and there will be other possibilities at local level.

What support is available?

We provide a wealth of support materials, including curriculum plans, delivery guides, sample Pearson Set Assignments, Authorised Assignment Briefs and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10 Resources and support*.

5 Assessment structure

Introduction

BTEC International Level 2 qualifications are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *Pearson Set Assignments*, which are set by Pearson and marked by teachers.

- Mandatory units have a combination of internal and Pearson Set Assignments.
- All optional units are internally assessed.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. You must plan the assignments so that learners can demonstrate learning from across their programme.

In administering an internal assignment or a Pearson Set Assignment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview, with signposting to relevant documents, is given in *Section 7 Administrative arrangements*.

Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 6 Internal assessment*.

Pearson Set Assignment units

A summary of the set assignments for this qualification is given in *Section 2 Structure*. You should check this information carefully, together with the details of the unit being assessed, so that you can timetable learning and assessment periods appropriately. Learners must take the authorised Pearson Set Assignment for the set assignment unit. Teachers are not permitted to create their own assessments for set assignment units. Some assignments may need to be taken in controlled conditions. These are described in each unit.

Please see *Section 6* for resubmission and retaking regulations.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *BTEC International Quality Assurance Handbook*.

All members of the assessment team need to refer to this document.

For BTEC International Level 2 qualifications, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet international standards.

All units in these qualifications are internally assessed but Pearson sets the assignments for some of the units.

Principles of internal assessment (applies to all units)

Assessment through assignments

For all units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered.

An assignment may take a variety of forms, including practical and written types.

An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period.

Assignments can be divided into tasks and may require several forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria. For most units, teachers will set the assignments. For Pearson Set Assignment units, Pearson will set the assignment.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC International Level 2 qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to show 'analysis' and the related Pass criterion requires the learner to 'explain', then to satisfy the Merit criterion, a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships between the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2: Glossary of terms used*, we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit, then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the qualification.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities; the roles are listed below. There is detailed information in the *BTEC International Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification, record keeping and liaison with the standards verifier, ensuring our requirements are met. The Lead IV acts as an assessor, standardises and supports the rest of the assessment team, making sure that they have the information they need about our assessment requirements and organises training, making use of our standardisation, guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activities in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners. Before making any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out. We support you through, for example, providing training materials and sample documentation.

Our online Pearson Progress service can help support you in planning and record keeping. Further information on using Pearson Progress can be found in *Section 10 Resources and support*, and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- to the best of their knowledge the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7 Administrative arrangements*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in Appendix 2: Glossary of terms used
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding evidence across the unit. Therefore, criteria may relate to one learning aim (for example A.D1) or to several learning aims (for example AB.D1). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can ensure that standards are being satisfied and achieved. This process gives stakeholders confidence in the assessment approach.

The programme must have an assessment plan validated by the Lead IV.

When producing a plan, the assessment team needs to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete assessments and when quality assurance will take place
- the completion dates for different assignments and the name of each Assessor
- who is acting as the Internal Verifier for each assignment and the date by which the assignment needs to be internally verified

- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of assessment decisions
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- internal verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- internal verification of assessment decisions
- assessment tracking for the unit.

There are examples of records and further information in the *BTEC International Quality Assurance Handbook*.

Setting effective assignments (applies to all units without Pearson Set Assignments)

Setting the number and structure of assignments

This section does not apply to set assignment units. In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For these units we provide sample Authorised Assignment Briefs and we give you suggestions on how to create suitable assignments. You can find these materials on our website. In designing your own assignment briefs, you should bear in mind the following points:

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example, to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more assignments.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- For units containing synoptic assessment, the planned assignments must allow learners to select and apply their learning, using appropriate self-management of tasks.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.

- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should have:

- a vocational scenario – this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

Forms of evidence

BTECs have always allowed for a variety of forms of evidence to be used – provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and, for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to give learners the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms of evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2: Glossary of terms used*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets. Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

Late completion, resubmission and retakes (applies to all units including Pearson Set Assignment units)

Dealing with late completion of assignments for internally-assessed units

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or by the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted, using the relevant assessment criteria.

Resubmission of improved evidence for internally-assessed units

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example, that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example, through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted has been authenticated by both the learner and assessor and remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days after the timely issue of assessment feedback to learners, which is within term time in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

We recognise that there are circumstances where the resubmission period may fall outside of the 15-day limit owing to a lack of resources being available, for example, where learners may need to access a performance space or have access to specialist equipment. Where it is practical to do so, for example, evaluations, presentations, extended writing, resubmission must remain within the normal 15-day period.

Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may be achieved at a Pass only.

The Lead Internal Verifier must authorise a retake of an assignment only in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

The retake is not timebound and the assignment can be attempted by the learner on a date agreed between the Lead IV and assessor within the same academic year.

For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Internal Assessment*. Information on writing assignments for retakes is given on our website (www.btec.co.uk/keydocuments).

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. You need to refer to the *International Information Manual* for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example, if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to their chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *International Information Manual*. We may ask to audit your records, so they must be retained as specified.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website, in the document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see above). You can give special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration if they are in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

Conducting set assignments

Centres must make arrangements for the secure delivery of Pearson Set Assignments.

At least one Pearson Set Assignment will be available each year for each unit with an additional one provided for resit. Centres must not select an assignment that learners have attempted already.

Each set assignment unit will contain instructions in the *Essential information for assignments* section on how to conduct the assessment of that unit.

Some set assignments will need to be taken with limited controls. Limited controls are described in each unit and may include the following conditions:

- Time: each assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.
- Supervision: you should be confident of the authenticity of learners' work. This may mean that learners should be supervised.
- Resources: all learners should have access to the same types of resources to complete the assignment.
- Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Schools and colleges must be able to confirm that learner evidence is authentic.

Dealing with malpractice in assessment

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

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

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

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

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

Learner malpractice

Learner malpractice refers to any act by a learner that compromises or which seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Learner malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with learner malpractice, staff and centre malpractice is any act that compromises or which seeks to compromise the process of assessment, or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ Suspected Malpractice Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

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

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members of staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com, who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *International Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit a unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You may decline the grade before the certificate is issued.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to the following documentation. These documents are reviewed annually and are reissued if updates are required.

- *BTEC International Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *International Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

8 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality and diversity legislation and/or regulations.
- Centres should refer to the *Further information for teachers and assessors* section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *BTEC International Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres resources and processes that exemplify assessment and appropriate standards. Approved centres must use these to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 2 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example, making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 2 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

Eligibility for an award

In order to be awarded a qualification, a learner must complete all units, AND achieve a Pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2 Structure*.

To achieve any qualification grade, learners must:

- complete and have an outcome (D, M, P or U) for all units within a valid combination
- achieve the **required units at Pass or above** shown in *Section 2*, abiding by the minimum requirements in the compensation table below
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade (P) in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite, provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

Calculation of the qualification grade

These qualifications are Level 2 qualifications and the certification may show a grade ranging from Level 2 Pass to Level 2 Distinction*. Please refer to the *Calculation of qualification grade* table for the full list of grades. Each individual unit will be awarded a grade of Level 2 Pass, Merit, Distinction. Learners whose level of achievement is below a Level 2 Pass will receive an unclassified (U) for that unit. Distinction* is not available at unit level. Award of Distinction* (D*) D* is an aggregated grade for the qualification, based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole.

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold – see the *Calculation of qualification grade* table with the following allowable tolerances.

Qualification	Units required at Pass or above	Unit equivalence
Award (120 GLH)	All units must be achieved at Pass or above	0 units
Certificate (240 GLH)	All units must be achieved at Pass or above	0 units
Extended Certificate (360 GLH)	Mandatory units must be achieved at Pass or above, 60 GLH only at U grade permitted from optional units	e.g. 1 ´ 60 GLH unit
Diploma (480 GLH)	Mandatory units must be achieved at Pass or above, 120 GLH only at U grade permitted from optional units	e.g. 2 ´ 60 GLH units

Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

Points per grade per 10 Guided Learning Hours			
Unclassified	Level 2 Pass (P)	Level 2 Merit (M)	Level 2 Distinction (D)
0	4	6	8

We will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the *Calculation of qualification grade* table.

Example

A learner achieves a Level 2 Pass grade for a unit. The unit size is 30 guided learning hours (GLH). Therefore, they gain 12 points for that unit, i.e. 4 points for each 10 GLH, so 12 points for 30 GLH.

Calculation of qualification grade

Award		Certificate		Extended Certificate		Diploma	
120 GLH		240 GLH		360 GLH		480 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
Level 2 Pass	48	Level 2 PP	96	Level 2 PP	144	Level 2 PP	192
		Level 2 MP	114	Level 2 MP	174	Level 2 MP	234
Level 2 Merit	66	Level 2 MM	132	Level 2 MM	204	Level 2 MM	276
		Level 2 DM	150	Level 2 DM	234	Level 2 DM	318
Level 2 Distinction	84	Level 2 DD	168	Level 2 DD	264	Level 2 DD	360
		Level 2 D*D	174	Level 2 D*D	270	Level 2 D*D	366
Level 2 Distinction*	90	Level 2 D*D*	180	Level 2 D*D*	276	Level 2 D*D*	372

This table shows the minimum thresholds for calculating grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

The tables below give examples of how the overall grade is determined.

Examples used are for illustrative purposes only. Other unit combinations are possible, see *Section 2 Structure*.

Example 1

Achievement of a Certificate with a Level 2 MM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	60	6	Level 2 Merit	6	36
Unit 5	60	6	Level 2 Merit	6	36
Unit 6	60	6	Level 2 Merit	6	36
Qualification grade totals	240	24	Level 2 MM		138

The learner has sufficient points for a Level 2 MM grade.

Example 2

Achievement of a Certificate with a Level 2 D*D grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Distinction	8	24
Unit 3	60	6	Level 2 Distinction	8	48
Unit 5	60	6	Level 2 Distinction	8	48
Unit 6	60	6	Level 2 Merit	6	36
Qualification grade totals	240	24	Level 2 D*D		174

The learner has sufficient points for a Level 2 D*D grade.

Example 3

Achievement of an Extended Certificate with a Level 2 MP grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	60	6	Level 2 Pass	4	24
Unit 4	60	6	Level 2 Merit	6	36
Unit 5	60	6	Level 2 Pass	4	24
Unit 6	60	6	Level 2 Merit	6	36
Unit 9	60	6	Level 2 Merit	6	36
Qualification grade totals	360	36	Level 2 MP		186

The learner has sufficient points for a Level 2 MP grade.

Example 4

Achievement of a Diploma with a Level 2 MM grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Merit	6	18
Unit 2	30	3	Level 2 Pass	4	12
Unit 3	60	6	Level 2 Pass	4	24
Unit 4	60	6	Level 2 Merit	6	36
Unit 5	60	6	Level 2 Pass	4	24
Unit 6	60	6	Level 2 Merit	6	36
Unit 9	60	6	Level 2 Distinction	8	48
Unit 10	60	6	Level 2 Distinction	8	48
Unit 12	60	6	Level 2 Merit	6	36
Qualification grade totals	480	48	Level 2 MM		282

The learner has sufficient points for a Level 2 MM grade.

Example 5

Achievement of a Diploma with a Level 2 DD grade

	GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting × grade points)
Unit 1	30	3	Level 2 Distinction	8	24
Unit 2	30	3	Level 2 Distinction	8	24
Unit 3	60	6	Level 2 Distinction	8	48
Unit 4	60	6	Level 2 Merit	6	36
Unit 5	60	6	Level 2 Merit	6	36
Unit 6	60	6	Level 2 Distinction	8	48
Unit 9	60	6	Level 2 Distinction	8	48
Unit 10	60	6	Level 2 Distinction	8	48
Unit 12	60	6	Level 2 Distinction	8	48
Qualification grade totals	480	48	Level 2 DD		360

The learner has sufficient points for a Level 2 DD grade.

10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC International Level 2 qualifications with confidence. You will find a list of resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Specification

The specification (for teaching from September 2022) gives you details of the administration of the qualifications and information on the units for the qualifications.

Pearson Progress

Pearson Progress is a digital support system that helps you to manage the assessment and quality assurance of the Pearson BTEC International Level 2 Sport qualifications. It supports delivery, assessment and quality assurance of BTECs in centres and supports teachers and students as follows:

- course creation
- creating and verifying assignments
- creating assessment plans and recording assessment decisions
- upload of assignment evidence
- tracking progress of every learner.

The system is accessible for teachers and learners so that both teachers and learners can track their progress.

Support for teaching and learning

Pearson Learning Services provide a range of engaging resources to enable you to start teaching BTEC International Level 2 qualifications. These may include the following materials:

- student books, designed to support the teaching and learning journey. These include case studies, discussion prompts, key content and supporting images to help learners develop their understanding. Items from the student books will link with other resources, which will support teaching and learning
- slide presentations, which include all the key concepts across all the learning aims for each unit
- delivery guides, which give you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. They explain the key features of the BTEC International Level 2 Sport qualifications, for example employer involvement and employability skills. They also cover guidance on assessment and quality assurance
- sample schemes of work for each mandatory unit. These are available in Word™ format for ease of customisation.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials for internally-assessed units

For internal units assessed with a Pearson Set Assignment we will provide a sample assignment as an example of the form of assessment for the unit. For the remaining internally set units, we allow you to set your own assignments, according to your learners' preferences and to link with your local employment profile.

We provide a service in the form of Authorised Assignment Briefs and sample Pearson Set Assignments, which are approved by Pearson Standards Verifiers. They are available via our website.

Pearson English

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

Training and support from Pearson

People to talk to

There are many people available to support you and give you advice and guidance on delivery of your BTEC International Level 2 qualifications. They include the following.

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and can answer sector-specific queries on planning, teaching, learning and assessment.
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling.
- Regional teams – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. Regions often run network events.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC International Level 2 qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

'Getting Ready to Teach'

These events are designed to get teachers ready for delivery of the BTEC International Level 2 qualifications. They include an overview of qualification structures, planning and preparation for internal assessment, and quality assurance.

Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

Appendix 1: Transferable employability skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for learners to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning'.^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework^[2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.



The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and in developing these skills in learners.

The table overleaf sets out the framework and gives an indication of the skills that can be found in sport, it indicates the interpretation of the skills in this area.

A full interpretation of each skill, with mapping to show opportunities for learner development, is given on the subject pages of our website:

<http://qualifications.pearson.com>.

¹ OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

² Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

Cognitive skills	Cognitive processes and strategies	Critical thinking Problem solving Analysis Reasoning/argumentation Interpretation Decision making Adaptive learning Executive function	Developing problem solving and decision making skill when planning and preparing to safely take part in outdoor and adventurous activities.
	Creativity	Creativity Innovation	
Intrapersonal skills	Intellectual openness	Adaptability Personal and social responsibility Continuous learning Intellectual interest and curiosity	Taking responsibility for developing knowledge of different sports and activities, learning how to sequence activities and use facilities effectively, how to support peers/ classmates, how to meet and greet customers.
	Work ethic/ conscientiousness	Initiative Self-direction Responsibility Perseverance Productivity Self-regulation (metacognition, forethought, reflection) Ethics Integrity	
	Positive core self-evaluation	Self-monitoring/ self-evaluation/ self-reinforcement	
Interpersonal skills	Teamwork and collaboration	Communication Collaboration Teamwork Cooperation Empathy/perspective taking Negotiation	Providing accurate instructions to an individual or group, providing information about a sport and/or physical activity, applying an appropriate tone of voice to achieve activity aims and objectives, responding to communication from participants.
	Leadership	Responsibility Assertive communication Self-presentation	

Appendix 2: Glossary of terms used

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

Term	Definition
Analyse	<p>Learners present the outcome of methodical and detailed examination either:</p> <ul style="list-style-type: none"> · breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or · of information or data to interpret and study key trends and interrelationships. <p>Analysis could be through activity, practice, written or verbal presentation.</p>
Assess	<p>Learners present a careful consideration of varied factors or events that apply to a specific situation or to identify those which are the most important or relevant and arrive at a conclusion.</p>
Carry out	<p>Learners demonstrate skills through practical activities, carrying out or executing what has to be done in line with certain requirements. Learners do this in order to complete an identified activity or to demonstrate personal achievement for an audience.</p>
Compare	<p>Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.</p>
Demonstrate	<p>Learners' work, performance or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.</p>
Design	<p>Learners apply skills and knowledge to the process of deciding on the form, function and characteristics of a product, service or process.</p>
Develop	<p>Learners grow or progress a plan, ideas, skills and understanding.</p>

Term	Definition
Evaluate	<p>Learners' work draws on varied information, themes or concepts to consider aspects such as:</p> <ul style="list-style-type: none"> · strengths or weaknesses: · advantages or disadvantages · alternative actions · relevance or significance. <p>Learners' enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.</p> <p>Evidence will often be written but could be through presentation or activity.</p>
Explore	Skills and/or knowledge involving practical research or testing.
Explain	Learner's work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn.
Investigate	Learners conduct an inquiry or study into something to discover and examine facts and information.
Justify	<p>Learners give reasons or evidence to:</p> <ul style="list-style-type: none"> · support an opinion, or · prove something right or reasonable.
Outline	Learners' work, performance or practice provides a summary, overview or brief description of something.
Plan	Learners create a way of doing a task or series of tasks to achieve specific requirements or objectives, showing progress from start to finish.
Prepare	Learners gather necessary information (through research) in order to make (something) ready for use or consideration.
Produce	Learners' knowledge, understanding and/or skills are applied to develop a particular type of evidence, for example a proposal, plan, product, service or report.
Recommend/make recommendations	Learners make suggestions or put forward (someone or something) with approval as being suitable for a particular purpose of role. This would be based on prior knowledge and understanding.

Term	Definition
Report	Learners can adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Research	Learners proactively seek information from primary and secondary sources.
Review	<p>Learners make a formal assessment of work produced.</p> <p>The assessment allows learners to:</p> <ul style="list-style-type: none"> · appraise existing information or prior events · reconsider information with the intention of making changes, if necessary.
Understand	Learners demonstrate knowledge related to defined situations.

This is a key summary of the types of evidence used for BTEC International Level 2 qualifications.

Type of evidence	Definition and purpose
Case study	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Individual project	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity.
Independent research	An analysis of substantive research organised by learners for secondary and, if applicable, primary source.
Observation record/statement/sheet	Used to provide a formal record of a judgement of learners' performance (e.g. during presentations, practical activities) against the targeted assessment criteria. It must be completed by the assessor of the unit or qualification. An observation record alone does not confer an assessment decision.

Type of evidence	Definition and purpose
Plan	Learners produce a plan as an outcome related to a specific or limited task/series of tasks that require(s) learners to achieve specified requirements or objectives.
Written task or report	Individual completion of a task in a work-related format, for example a report, marketing communication, set of instructions.
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations.
Group task	Learners work together to show skills in defining and structuring activity as a group.
Presentation	Learners produce a plan as an outcome related to a given or limited task.
Report	Learners adhere to protocols, codes and conventions in setting out findings or judgements in an objective way. A formal report will adhere to a given structure making use of headings and sub-headings, e.g. a heading, introduction, findings, conclusion and recommendations.
Skills audit	An audit of relevant skills for a task/activity or job role.
Teacher observation	Used to provide a formal record of a judgement of learners' performance (e.g. during presentations, practical activities and role play) against the targeted assessment criteria. It must be completed by the assessor of the unit or qualification. An observation record alone does not confer an assessment decision.

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Registered Office: 80 Strand, London WC2R 0RL.

VAT Reg No GB 278 537121

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Publication code:
VQ000160