

Pearson BTEC Level 2 Certificate/Diploma in Leadership Through Sport

Specification

BTEC Specialist qualifications

First teaching July 2012

Issue 2

Edexcel, BTEC and LCCI qualifications

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

These qualifications were previously known as:

Pearson BTEC Level 2 Certificate in Leadership Through Sport (QCF)

Pearson BTEC Level 2 Diploma in Leadership Through Sport (QCF)

The QNs remain the same.

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

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Summary of Pearson BTEC Level 2 Certificate/Diploma in Leadership Through Sport specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 6
QCF references removed from unit titles and unit levels in all units	Section 11
Guided learning definition updated	Section 11

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

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

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Purpose of this specification

This specification sets out:

- the qualifications' objectives
- any other qualification which a learner must have completed before taking the qualifications
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualifications
- units which a learner must have completed before the qualifications will be awarded
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualifications will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualifications (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

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

Sizes of Specialist qualifications

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

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

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

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

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

BTEC Specialist qualifications are available in the following sizes:

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

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Certificate in Leadership Through Sport
Qualification Number (QN)	600/5697/6
Date registrations can be made	01/07/2012
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	30
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	300
Guided learning hours	180
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see Section 9, Access and Recruitment)

Qualification title	Pearson BTEC Level 2 Diploma in Leadership Through Sport
Qualification Number (QN)	600/5698/8
Date registrations can be made	01/07/2012
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	50
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	500
Guided learning hours	300
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see Section 9, Access and Recruitment)

Qualification title and Qualification Number

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

Objective of the qualifications

The Pearson BTEC Level 2 Certificate and Diploma in Leadership Through Sport are for learners who work in, or want to work in, sports leadership.

They give learners the opportunity to:

- develop knowledge related to sports leadership
- learn about key aspects of sports leadership, such as dealing with injuries, sports psychology, sports nutrition and how to plan and run a sports event
- achieve a nationally-recognised level 2 qualification
- develop their own personal growth and engagement in learning.

Apprenticeships

SkillsActive approve the Pearson BTEC Level 2 Certificate and Diploma in Leadership Through Sport as a knowledge component for the Intermediate Apprenticeship in Activity Leadership.

Progression opportunities through Pearson qualifications

Learners who achieve the BTEC Level 2 Certificate/Diploma in Leadership Through Sport can progress on to further education or training in a related area, such as a BTEC Level 2 First in Sport, a BTEC Level 3 National in Sport or a BTEC Level 3 National in Sport and Exercise Sciences. See Annex A for further information.

Industry support and recognition

These qualifications are supported by SkillsActive, the Sector Skills Council (SSC) for Active Leisure, Learning and Wellbeing.

Relationship with National Occupational Standards

These qualifications relate to the National Occupational Standards in Activity Leadership. The mapping document in *Annexe B* shows the links between the units within this qualification and the National Occupational Standards.

3 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

General resource requirements

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

Specific resource requirements

As well as the general resource requirements above, there are specific resources that centres must have in order to deliver the qualifications in this specification.

Unit Resources required

- | | |
|------|---|
| 1, 3 | Sports and recreational facilities and equipment, suitable participants |
| 2 | Health and safety information, first aid materials |
| 4 | Psychological skills tests and normative data to interpret results |
| 5 | Microdiet or similar software package |
| 7 | Opportunity to visit a sport and leisure business |
| 8 | Opportunity to take part in planning and running a sports event |

4 Qualification structures

Pearson BTEC Level 2 Certificate in Leadership Through Sport

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	30
Number of mandatory units that must be achieved	1
Number of optional units that must be achieved	2

Unit	URN	Mandatory unit	Level	Credit	GLH
1	T/502/5481	Planning and Leading Sports Activities	2	10	60
Unit	URN	Optional units	Level	Credit	GLH
2	A/600/2259	Injury in Sport	2	10	60
3	H/502/5492	Technical Skills and Tactical Awareness for Sport	2	10	60
4	H/502/5508	Psychology for Sports Performance	2	10	60
5	H/502/5525	Nutrition for Sports Performance	2	10	60
6	T/502/5528	Lifestyle and the Sports Performer	2	10	60
7	D/502/5541	Business Skills in Sport	2	10	60
8	H/502/5542	Planning and Running a Sports Event	2	10	60

Pearson BTEC Level 2 Diploma in Leadership Through Sport

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	50
Number of mandatory units that must be achieved	1
Number of optional units that must be achieved	4

Unit	URN	Mandatory unit	Level	Credit	GLH
1	T/502/5481	Planning and Leading Sports Activities	2	10	60
Unit	URN	Optional units	Level	Credit	GLH
2	A/600/2259	Injury in Sport	2	10	60
3	H/502/5492	Technical Skills and Tactical Awareness for Sport	2	10	60
4	H/502/5508	Psychology for Sports Performance	2	10	60
5	H/502/5525	Nutrition for Sports Performance	2	10	60
6	T/502/5528	Lifestyle and the Sports Performer	2	10	60
7	D/502/5541	Business Skills in Sport	2	10	60
8	H/502/5542	Planning and Running a Sports Event	2	10	60

5 Assessment

All the units in these qualifications are assessed through centre-devised assessment.

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated within *Information for tutors*, the centre can decide what form assessment evidence will take (eg performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

Opportunities to link the delivery and assessment of units with other units should also be encouraged to avoid over assessment.

Further guidance about internal assessment is on the Pearson website. See Section 12 for further details.

6 Recognising prior learning and achievement

Recognition of Prior Learning

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

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

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

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, qualifications.pearson.com

7 Quality assurance of centres

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

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

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

For further details, go to the UK BTEC Quality Assurance Handbook on our website qualifications.pearson.com.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that current legislation is taught when it is part of a unit.

9 Access and recruitment

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

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

Centres are required to recruit learners to BTEC specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 10, Access to qualifications for learners with disabilities or specific needs*.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's 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 (as defined by the Equality Act 2010) 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 from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are in the policy document Reasonable Adjustment and Special Considerations for BTEC and Pearson NVQ Qualifications, which are on our website, qualifications.pearson.com

11 Units

Unit format

Units have the following sections.

Unit title

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

Unit reference number

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

Level

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

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

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

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources that are needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit amplification

This section gives further clarification on what a learner needs to know to achieve a learning outcome. Information in brackets gives exemplification for specific areas of knowledge.

Information for tutors

This section gives tutors' information on delivery and assessment. It usually contains the following subsections.

- Delivery – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- Assessment – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- Indicative resource materials – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Planning and Leading Sports Activities

Unit reference number: T/502/5481

Level: 2

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to give learners an opportunity to inspire, motivate and improve the performance of a selected target group through the delivery of a sport activity and event.

The number of people taking part in sport is continually increasing due to Government initiatives to create a healthier nation. As a result there is a current increased demand for more volunteer leaders and sports coaches.

Sports leaders are now required in a variety of settings including schools, youth centres, sports centres, crèches, hospitals and hospices. The requirements for qualifications and experience are obviously crucial to ensure participants are enthused by the sport/physical activity. Through completing this unit learners will develop their knowledge and experience of how to lead sports activities and events.

This unit will give learners the knowledge and skills to be able to plan and lead a range of practical sports activities. The unit content can be adapted to suit a range of activities for different individuals and groups, including children and those with specific needs.

The unit provides learners with what could be their first step into leadership and sports coaching, and could be linked to the completion of a sport leader's award, for example Junior Sports Leader (JSL) or Community Sports Leaders (CSL).

The unit looks at the qualities needed for effective sports leadership. Learners will identify the qualities required by studying real examples of successful leaders, possibly those they have worked with or observed in the community.

The unit requires learners to follow the planning process involved in developing a sports leadership session and event. Learners will then have the opportunity to put this into practice in the organisation and delivery of an activity session and sports event. Learners may also be able to identify and develop leadership qualities and skills through their own relationships with their peers.

Essential resources

For this unit, learners need access to a range of sports and recreational facilities and equipment required for the activities and events they will be leading, as well as access to suitable groups that could be used as participants.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the skills, qualities and responsibilities associated with successful sports leadership	1.1	Describe the skills, qualities and responsibilities associated with successful sports leadership, using two examples of successful sports leaders	<ul style="list-style-type: none"> □ <i>Skills</i>: eg communication, organisation of equipment, knowledge, activity structure, target setting, use of language, evaluation □ <i>Qualities</i>: eg appearance, leadership style, personality, enthusiasm, motivation, humour, confidence □ <i>Responsibilities</i>: eg professional conduct, health and safety, insurance, child protection, legal obligations, equality, rules and regulations, ethics and values □ <i>Sports leaders</i>: eg school/college coach, local club coach, national club coach
2	Be able to plan and lead an activity session	2.1	Plan and lead a sports activity, with tutor support	<ul style="list-style-type: none"> □ <i>Plan</i>: participants eg age, ability, gender, numbers, medical, specific needs; aims and objectives; resources eg equipment, time, environment; target setting; expected outcomes □ <i>Lead</i>: eg demonstration of skills, qualities and responsibilities appropriate to activity and stage of development □ <i>Activity</i>: warm up and cool down; structure and components of activity eg skill introduction, development, conditioned game, competition □ <i>Recording</i>: eg diary, logbook, portfolio, video, audio, observation record, witness testimony, feedback sheets

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to review their planning and leadership of a sports activity	3.1	Review the planning and leading of a sports activity, identifying strengths and areas for improvement	<ul style="list-style-type: none"> □ <i>Review:</i> feedback (from participants, supervisor and observers); strengths and areas for improvement eg planning, content, organisation, health and safety, style and personal qualities, achievements □ <i>Set targets for improvement and development:</i> SMART (specific, measurable, achievable, realistic, time-bound) targets; development plans; development opportunities eg specific training and courses □ <i>Activity:</i> warm up and cool down; structure and components of activity eg skill introduction, development, conditioned game, competition
4	Be able to assist in the planning and leading of a sports event	4.1	Contribute to the planning and leading of a sports event	<ul style="list-style-type: none"> □ <i>Plan:</i> roles and responsibilities; health and safety; first aid; risk assessment; contingency planning; other eg booking of facilities, rules, letters (administration, invitation), structure of the competition, scoring systems, refreshments, organisation of equipment, presentations and rewards □ <i>Lead:</i> demonstration of a range of skills, qualities and responsibilities appropriate to role eg introductions and explanations, warm up, cool down, officiating, scoring, timekeeping, first aid, presentation ceremony, refreshments, equipment □ <i>Event:</i> eg sports day, festival of sport, sports tournament (5-a-side football, tennis) □ <i>Recording:</i> eg diary, logbook, portfolio, video, audio, observation record, witness testimony, feedback sheets

Learning outcomes		Assessment criteria		Unit amplification
5	Be able to review their planning and leadership of a sports event	5.1	Review own performance whilst assisting with the planning and leading of a sports event, identifying strengths and areas for improvement	<ul style="list-style-type: none"> □ <i>Review:</i> feedback (from participants, supervisor and observers); strengths and areas for improvement eg planning, content, organisation, health and safety, style and personal qualities, achievements □ <i>Set targets for improvement and development:</i> SMART (specific, measurable, achievable, realistic, time-bound) targets; development plans; development opportunities eg specific training and courses

Information for tutors

Delivery

It is important that learners develop an understanding of the role and responsibilities of a sports leader. Practical situations, either role play or observations, should be used to support knowledge gained in the classroom. Leadership skills should be developed through experience, guided and supported by the tutor. Learners could also develop these skills through practical experience from working with sports coaches/sports leaders from the local community. There are probably many experienced practitioners working within each centre.

Centres may also find it helpful to deliver the Community Sports Leaders Award/Junior Sports Leaders alongside this qualification. This will enable learners to attain a recognised leadership qualification alongside meeting the requirements for this unit. It will also provide learners with appropriate insurance cover to support leadership of events external to the centre.

To be able to understand the skills, qualities and responsibilities associated with successful sports leadership each learner would benefit from being given the opportunity to observe and work alongside an experienced sports leader. The use of a mentor for each learner will provide appropriate practical experience. This should support their development as a sports leader and support their development of how to deliver practical sport and physical activity sessions. At an early stage in the course each individual learner should have the opportunity to lead their peer group in some form of practical activity. This is an ideal way for learners to experience the role and encounter the difficulties that may arise.

In planning and leading activity sessions learners could take a warm up, or part of the skill development activity or organise the game situation. A hands-on approach should be more enjoyable and beneficial to learners, and more interesting and relevant for tutors to deliver. Learners should develop confidence, organisational and personal skills that could be used later in the unit. Tutors should check activity plans before the session is delivered, to judge the appropriateness and give guidance accordingly. Any experience of a Level 1 leadership course will benefit learners immensely.

It is essential that learners experience and understand the value of working effectively as a member of a team. This will be important when delivering the event at a later stage. Again, it may be useful for learners to observe a festival or sports event at some stage in the course to appreciate the benefits of thorough planning. This could be an event that the tutor has delivered themselves. The stages of the planning cycle could then be explained and related to a real example.

The organisation and leading of the sports event is a major focus of the unit. The tutor needs to ensure that planning is carried out thoroughly and all health and safety aspects are being dealt with. Regular planning meetings are advisable, organised by learners but overseen by the tutor. Tutors will take ultimate responsibility on the day of the event, even if learners carry out all of the work. The activity and the identified age group will depend on local circumstances and access to groups within the community.

The review of both the activity session and the sports event are essential. Participants and an observer should complete feedback sheets. Learners should also be encouraged to look at a video of the session or activity, which will provide them with more evidence for their review.

Tutors must use their professional judgment when arranging leadership experience and tasks where learners are leading groups within the community. The activity plan should be checked by the tutor beforehand to confirm that it is appropriate for the group. Learners can observe and assist leaders, tutors and coaches at work and experience the variety of skills, qualities, roles and responsibilities involved. The use of positive role models within the centre or community could be a major factor in the success of the unit. Health and safety issues can be dealt with at the centre, developing scenarios for learners to make judgments on. Video analysis is an accurate way of reinforcing good habits and areas for development. If learners participate in leadership or National Governing Body awards then evidence from this may be used towards meeting some of the assessment criteria.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For 1.1, learners could produce promotional material to encourage more people to become involved in leading sports and physical activities. Learners need to describe the skills, qualities and responsibilities associated with successful sports leadership. To support their description for 1.1 learners must also include two examples of sports leaders who they feel are successful, the examples do not have to be famous sports leaders.

For 2.1, learners should be encouraged to plan a sports activity session for their peers. Learners should plan, with tutor support (if required), a physical activity session that lasts a minimum of 10 minutes. The plan should include a clear structure and components as appropriate for the session and have a specific aim and objective. The plan must also include information regarding the participants (age, ability levels, numbers, medical needs etc), and should identify the resources required. Learners should also consider methods of receiving feedback from peers and observers to support completion of 3.1 after the activity has taken place. Learners may also use feedback from the assessor to support their review. Learners could produce a table that lists the strengths and areas for improvement that could be carried out to improve their performance as a sports leader. Learners should set specific targets for their own performance as the leader but also for the performers. These targets should be mirrored in the expected session outcomes that should have been agreed before planning the session. Learners should lead the session appropriately, with tutor support if required. Learners should be assessed on their ability to follow the session plan.

For 4.1 and 5.1, learners could plan a sports event, possibly for a local primary school. To meet 4.1, learners must contribute to the planning and leading of a sports event. Learners can work in small groups to plan a specific component of an event or work as a whole group to plan an event. Learners should record all progress towards the completion of every component of the session, and describe their involvement in each part of the planning process for the event. Groups should also ensure that ways of gathering feedback are discussed and agreed methods are used by the group. Learners should describe their own role in the planning of the event and also define their role in leading the sports event. This should be used by the assessor to support the running of the event. When leading the event each learner should be assessed individually on their demonstration of skills, qualities and responsibilities appropriate to their own role.

For 5.1, learners should conclude the delivery of the sports event by reviewing their performance whilst assisting with the planning and leading of the sports event and comment on their own effectiveness during the event. Learners should do this by

analysing the feedback that they obtained from the participants in the sports event and also from the feedback they obtained after the event from observers. Learners should produce a list of their own strengths of their performance during the session and the areas which they feel they could improve on as sport leaders in the future.

Indicative resource materials

Textbooks

Harris et al – *BTEC First Sport: Student Book* (Heinemann, 2006)
ISBN 9780435462192

Honeybourne J – *BTEC First in Sport* (Nelson Thornes, 2006) ISBN 9780748783915

Sports Coach UK – *How to Coach Children in Sports* (Audio Version) available on www.1st4sport.co.uk

Sports Coach UK – *How to Coach Sports Safely* (Audio Version) available on www.1st4sport.co.uk

Sports Coach UK – *Making Sport Fun* (Coachwise) available on www.1st4sport.co.uk

Stafford Brown et al – *BTEC First Sport: For Performance, Exercise and Fitness, and Outdoor Recreation* (Hodder Arnold, 2006) ISBN 9780340926048

Websites

Amateur Swimming Association	www.britishswimming.org
British Cycling	www.britishcycling.org.uk
British Gymnastics	www.british-gymnastics.org.uk
Coachwise	www.1st4sport.co.uk
English Basketball Association	www.englandbasketball.co.uk
Sports Leaders UK	www.sportsleaders.org
The British Olympic Association	www.olympics.org.uk
The Football Association	www.thefa.com
The Lawn Tennis Association	www.lta.org.uk
The Rugby Football Union	www.rfu.com
UK Athletics	www.ukathletics.net
UK Sport	www.uksport.gov.uk

Unit 2: Injury in Sport

Unit reference number: A/600/2259

Level: 2

Credit value: 10

Guided learning hours: 60

Unit aim

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

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

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

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

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

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the different types of injuries and illness associated with sports participation	1.1	Describe four different types of injuries associated with sports participation and their underlying causes	<ul style="list-style-type: none"> □ <i>Types of injuries:</i> eg overuse injuries (tendonitis, shin splints, dislocation), fractures (open and closed), strains, sprains, grazes, bruising, concussion, spinal injuries, blisters □ <i>Causes of injury:</i> eg loading, intrinsic factors, extrinsic factors, overuse, alignment, intensity, effect of levers, gravity and resistance
		1.2	Describe two types and signs of illnesses related to sports participation	<ul style="list-style-type: none"> □ <i>Types and signs of illness:</i> eg asthma (wheezing and shortness of breath), heart attack (chest pain), viral infection (high temperature), hypoglycaemia (confusion)
2	Be able to deal with injuries and illnesses associated with sports participation	2.1	Demonstrate how to deal with casualties suffering from three different injuries and/or illnesses, with tutor support	<ul style="list-style-type: none"> □ <i>Procedures and treatment:</i> protection of casualty and other people from further risk; types of qualified assistance; ways in which to call for qualified assistance appropriate to casualty's condition; organisation's first aider and emergency service; methods of providing reassurance and comfort; ways in which to give qualified assistance; clear and accurate information; accident reporting procedures □ <i>Types of casualty:</i> eg adults, children, people with particular needs □ <i>Types of injury/illness:</i> eg minor injuries (can be dealt with on-site), minor illness (can be dealt with on-site), major injuries (requiring medical attention), major illness (requiring medical attention)

Learning outcomes		Assessment criteria		Unit amplification
3	Know the risks and hazards associated with sports participation	3.1	Describe six risks and hazards associated with sports participation	<ul style="list-style-type: none"> □ <i>Risks and hazards to people:</i> eg inappropriate warm up or cool down, physical fitness, physique, alcohol, technique, skill level, over training, behaviour of other participants, jewellery, food, chewing gum □ <i>Risks and hazards from equipment:</i> eg inappropriate clothing, lack of protective clothing or equipment, playing surface, faulty or damaged equipment □ <i>Risks and hazards from the environment:</i> eg cold weather, rain (flooding, muddy pitch), hot weather
		3.2	Describe four rules, regulations and legislation relating to health, safety and injury in sports participation	<ul style="list-style-type: none"> □ <i>Rules, regulations and legislation:</i> eg organisational rules specific to location and facility, Health and Safety at Work Act 1974, Management of Health and Safety at Work (Amendment) Regulations 1994, Control of Substances Hazardous to Health (COSHH) 2002, Health and Safety (First Aid) Regulations 1981, Safety at Sports Ground Act 1975, Children Act 2004
4	Be able to undertake a risk assessment relevant to sport	4.1	Carry out and produce a risk assessment relevant to a selected sport	<ul style="list-style-type: none"> □ <i>Purpose:</i> ascertain level of risk; minimise injury; maintain safe environment; protect participants and those leading the activity □ <i>Risk assessment:</i> record sheets; identify types of hazards; identify possible risks involved and level of risk; use of specialist equipment to minimise identified risks eg protective equipment such as gum shield or shin pads, padded posts or posts inserted directly into ground rather than having a base at ground level; reporting procedures; contingency plans eg if weather conditions change, damaged equipment, differing skill levels of participants

Information for tutors

Delivery

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

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

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

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

A risk assessment could be produced individually or as a group exercise in which all learners contribute to a risk assessment for a relevant activity. If assessed via a group exercise, each individual learner should provide sufficient evidence to meet the assessment criteria. Achievement can be confirmed and supported by tutors completing an observation record/witness statement. For example, learners could carry out a risk assessment for a multi-stage fitness test. They would be given the relevant documentation then, with tutor guidance, examine the environment, the participants and the equipment. This activity could be linked easily to other units where the learner has led or delivered a practical sports session. It is recommended that before being assessed for the related criteria learners have an opportunity to risk assess a variety of differing sports environments in order to fully understand the purpose of risk assessment.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For 1.1, learners will be expected to describe four different types of injuries associated with sports participation and their causes. For 1.2, learners need to describe two types and signs of sports-related illnesses. It is possible that a learner may present this information in the form of a report and/or a presentation following some individual research and tutor guidance.

For 2.1, learners need to practically demonstrate, with tutor support, how they would deal with casualties suffering from three distinct injuries and/or illnesses. An observation checklist and some additional tutor support, for example, questions as to why, would be appropriate evidence. However, this would also be suitably supported by the use of video evidence.

For 3.1, learners need to identify and describe six risks and hazards associated with sports performance. Two risks and hazards should be selected from each of the *Unit amplification* for 'people', 'equipment', and 'environment', respectively. The evidence for this can be linked to criteria 1.1 and 1.2 as a means of supportive evidence. This also allows 3.2 to be achieved if four rules, regulations and/or legislation are also cited in the learner evidence. If this is the case, then the learner may present this information as a report and/or a presentation following some individual research and tutor guidance as suggested previously for 1.1 and 1.2. Alternatively, the evidence could stand alone as a separate report and/or presentation or posters.

For 4.1, a risk assessment report must be completed which should show the purpose of the report and an appropriate means of recording the learner's findings. The risk assessment should cover the areas as stated in the *Unit amplification*, including contingency plans ie, why they are used, how to write them, plans covering a range of changes of circumstance.

Indicative resource materials

Textbooks

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

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

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

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

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

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

Journals

American College of Sport Medicine's Health and Fitness Journal

British Journal of Sports Medicine

British Medical Journal

Exercise and Sport Sciences Reviews

International Journal of Sports Science and Coaching

Medicine and Science in Sports and Exercise

Research Quarterly for Exercise and Sport

Websites

Coachwise

www.1st4sport.com

Peak Performance

www.pponline.co.uk

Sports Coach UK

www.sportscoachuk.org

Sports Coach

www.brianmac.co.uk

Sports Medicine

www.sportsmedicine.about.com

Top End Sports

www.topendsports.com

Unit 3: Technical Skills and Tactical Awareness for Sport

Unit reference number: H/502/5492

Level: 2

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to investigate the technical and tactical requirements of a sport and the methods of improving their own technical and tactical ability in a selected sport.

Some skills are general and can be used in most sports, for example running, jumping, throwing and catching. Other skills are specific to a few sports, or even only one. These skills include the volleyball serve, the golf swing and the sprint start used in athletics.

Tactics are strategies planned to achieve an overall goal. In sport, that goal is predominantly 'to win'. Tactics can depend on a number of factors, such as opposition, ability levels of players, the importance of the game or match, and possibly even the weather. Even the greatest sports performers in the world must have tactical awareness and consider these factors.

In order for learners to assess their own technical and tactical skills, they will complete a self-assessment whilst participating in a selected sport.

It is important in sport that performers are reflective and assess their own performance regularly, as this forms the basis for planning the next phase or session in the programme for a competitive athlete. A coach may even use this process in selecting players for squads, teams or centres.

In order to develop in the selected sport, learners will need to complete a development programme which should involve the development of at least one specific technical skill. The programme should also develop at least one area of tactical progression that will develop player or team tactical awareness.

Essential resources

For this unit, learners will need access to appropriate facilities to undertake the required physical and sports activities.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the technical and tactical demands of a selected sport	1.1	Describe the technical and tactical demands of a chosen sport	<ul style="list-style-type: none"> □ <i>Technical demands:</i> skills eg continuous (running), serial (high jump), discrete (golf swing) □ <i>Tactical demands:</i> defending and attacking eg positioning, choice and use of correct/appropriate strokes, variation, conditions, use of space
2	Understand the technical skills and tactical awareness in a selected sport	2.1	Assess the technical skills and tactical awareness of an elite performer, identifying strengths and areas for improvement	<ul style="list-style-type: none"> □ <i>Performance analysis:</i> eg observation and video analysis, notational analysis □ <i>Analysis model:</i> analyse; evaluate; plan; perform; observe □ <i>Strengths and areas for improvement:</i> relating to performance demands eg performance profiling; technical skills and tactical awareness □ <i>Elite performance:</i> eg professional athletes, national representatives, national record holders, world record holders, national champions, Olympians □ <i>Methods of assessment:</i> eg analysis and observation (self, peers, coaches, trainers), interviews, presentation of skills and abilities, SWOT analysis (strengths, weaknesses, opportunities, threats), performance profiling

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to plan and undertake a six week programme to develop own technical skills and tactical awareness	3.1	Assess own technical skills and tactical awareness in a chosen sport, identifying strengths and areas for improvement	<ul style="list-style-type: none"> ⊕ <i>Aims and objectives:</i> based on strengths and weaknesses identified from player analysis eg technical (shooting and hitting target when outside of the penalty area), tactical (marking attackers during set plays) □ <i>Targets:</i> SMART (specific, measurable, achievable, realistic, time-bound) targets
		3.2	Produce a six-week training programme, with tutor support, to develop own technical skills and tactical awareness	<ul style="list-style-type: none"> □ <i>Training:</i> planned; structured; warm up and warm down/cool down □ <i>Technical development:</i> specific practices to work on specific technical weaknesses □ <i>Tactical development:</i> through participating against different levels of participants in a variety of practices
		3.3	Carry out a six-week training programme to develop own technical skills and tactical awareness	<ul style="list-style-type: none"> □ <i>Recording documentation:</i> eg log or diary
4	Be able to review own technical and tactical development and set goals for further development	4.1	Review own development, identifying goals for further technical and tactical development, with tutor support	<ul style="list-style-type: none"> □ <i>Review:</i> eg performance against targets, factors affecting technical and tactical development, recommendations for future plans and activities with timescales □ <i>Goals:</i> long-term and short-term; negotiated between player and coach/tutor; SMART (specific – to a situation and/or the performer, measurable, achievable, realistic, time-bound) targets

Information for tutors

Delivery

This unit is designed to develop an individual's technical skills and tactical awareness. It could be delivered alongside National Governing Body coaching awards at Level 1 or 2 (depending on the skill level of learners). The unit aims to give learners more knowledge about the skills required to compete in a specific sport.

Tutor input is necessary to cover the general basics of technical skills and tactical awareness in sport. However, specialists from selected sports may be required to provide an input on the importance of technical skills and tactical awareness in their sport.

When assessing technical skills and tactical awareness in sport, tutors should undertake player analysis with learners, to ensure that learners are aware of the requirements of this method of analysis. Learners could undertake video analysis so that competitive play can be watched over and over again if required. Learners should be guided towards using notational analysis to ensure that evidence is collated. After video analysis, learners should complete live analysis of their peers during sports performance. Practice is fundamental to ensuring learner understanding and the ability to complete different forms of analysis. Learners will also need to complete a self-analysis of their own performance in their chosen sport.

Analysis of elite performance can either be carried out by direct observation or through alternative means, for example video of a live event.

A variety of other assessment methods for analysing the performance of a sports performer in action should be introduced and, where appropriate, centres should discuss and give learners the opportunity to see each assessment in action. Guidance on the variety of assessment methods for analysing sports performance can be found in the *Unit amplification* section of the specification.

After completing player analysis learners should be able to identify strengths and areas for improvement of themselves and performers. If areas for improvement are not easily recognised then the analysis should be scrutinised closely by learners to help them identify specific areas of technical and tactical weakness in performance. These areas of development will be used as the aims of the training programme that learners produce.

Construction and completion of the training programme should be monitored by the tutor. However, each learner should be allocated a mentor (this might be a team coach or trainer) who will assist in the construction of the programme, if required, and observe the completion of the training programme. Learners should set specific targets for the six-week training programme that are based around the technical and tactical development of their performance. The training programme should last a duration of six-weeks and documented evidence should be recorded by learners in the form of a log or diary that comments on developments or problems that may have occurred.

After completing the training programme learners will be expected to review their performance and set long-term goals for their technical and tactical development. Tutors should deliver ways of monitoring development and setting targets for future development. Learners should be supervised, if required, to set targets and recommend appropriate activities that could help meet these targets.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For 1.1, learners must describe the technical and tactical demands of a chosen sport. They must include the full range of skills and tactical demands required in their selected sport including the methods of attack and defence.

For 2.1, learners must assess the technical skills and tactical awareness of an elite sports performer, identifying strengths and areas for improvement. Learners could do this via video analysis or whilst observing an elite sports performer playing in a competitive situation. Tutors should ensure that learners only observe the performer and not the whole team when observing a performer in a team sport. The assessment could take the form of a variety of assessment methods. Learners should follow the analysis model and include the assessment results as part of their evidence for this criterion. After the assessment, learners will also need to identify the performer's strengths and areas for improvement.

For 3.1, learners must assess the technical skills and tactical awareness of their own performance, identifying strengths and areas for improvement. Learners should carry out this self-analysis after recording their own performance in a competitive situation. Learners should follow the analysis model and include the assessment results as part of their evidence for this criterion, including an identification of their own strengths and areas for improvement after the self-assessment.

After completing their own performance in a selected sport, learners must produce a six-week training programme to develop their own technical and tactical skills to meet the requirements of 3.2. When undertaking this learners must include clear aims and objectives for the training programme based on the strengths and areas for improvement identified for 3.1. Learners should set SMART targets of what they would like to achieve within the six weeks. The training programme should be structured and include a daily schedule of technical and tactical development. Learners must include specific practices to develop each component required for their sports. The training programme should also maintain training for the skills and tactics that the learner identified as strengths, to ensure that the levels of each component are maintained during the six week training plan.

For 3.3, learners must complete the training programme and record their progress. Learners should complete a diary that logs their involvement in each session and monitors their own development towards meeting the aims, objectives and the SMART targets.

For 4.1, learners will need to provide their completed log/diary demonstrating how they have monitored their progress against the targets and objectives of the training programme. Learners should comment on the strengths and areas for improvement of their performance in the programme. Learners should also provide a brief summary of their development that identifies long- and short-term goals (which have been negotiated between player and tutor/coach). Learners should use the SMART concept of target setting for their own technical and tactical development in a selected sport.

Indicative resource materials

Textbooks

- Atkinson et al – *Championship Swim Training* (Human Kinetics Europe, 2003) ISBN 9780736045438
- Barber G – *Getting Started in Track and Field Athletics: Advice and Ideas for Children, Parents and Teachers* (Trafford Publishing, 2005) ISBN 9781412065573
- Barham et al – *Animated Skill Drills for Netball Coaching – Animated Sports Coaching* (Tacklesport Ltd, 2000) ISBN 9780953816637
- Bradbeer and Morrison – *Golf Skills and Techniques: Skills and Techniques* (Abbeydale Press, 2000) ISBN 9781861471017
- Cushing A and Clarke T – *Animated Skill Drills for Hockey Coaching* (Tacklesport Consultancy Ltd, 2001) ISBN 9780953816644
- Cushing and Cushing – *Animated Skill Drills for Rugby Union Coaching – Animated Sports Coaching* (Tacklesport Ltd, 1997) ISBN 9780953816606
- Edwards, J – *Badminton: Technique, Tactics, Training – Crowood Sports Guides* (The Crowood Press, 1997) ISBN 9781861260277
- Harris et al – *BTEC First Sport: Student Book* (Heinemann, 2006) ISBN 9780435462192
- Honeybourne J – *BTEC First in Sport* (Nelson Thornes, 2006) ISBN 9780748783915
- Jones L – *Animated Skill Drills for Cricket Coaching – Animated Sports Coaching* (Tacklesport LTD, 1999) ISBN 9780953816613
- Knowles et al – *Animated Skill Drills for Soccer Coaching – Animated Sports Coaching* (Tacklesport LTD, 1999) ISBN 9780953816620
- Mgee K – *Coaching Basketball: Technical and Tactical Skills* (Human Kinetics Europe, 2007) ISBN 9780736047050
- Mifune K – *Canon of Judo: Classic Teachings on Principles and techniques* (Kodansha International Ltd, 2004) ISBN 9784770029799
- Parkhurst A – *Tennis: A Complete Guide to Tactics and Training – Sporting Skills* (First Stone Publishing, 2005) ISBN 9781904439479
- Stafford Brown et al – *BTEC First Sport: For Performance, Exercise and Fitness, and Outdoor Recreation* (Hodder Arnold, 2006) ISBN 9780340926048
- Stafford I et al – *Coaching for Long-term Athlete Development* (Sports Coach UK, 2005) – available from Sport Coach UK – www.1st4sport.co.uk

Websites

Amateur Swimming Association	www.britishswimming.org
Australian Institution of Sport	www.ausport.gov.au/ais
Badminton Association of England	www.badmintonengland.co.uk
British Cycling	www.britishcycling.org.uk
British Gymnastics	www.british-gymnastics.org
Coachwise	www.coachwise.co.uk
DartFish	www.dartfish.com
Prozone	www.pzfootball.co.uk
Scottish Institute of Sport	www.sisport.com
The British Olympic Association	www.olympics.org.uk
The Lawn Tennis Association	www.lta.org.uk
UK Athletics	www.ukathletics.net
UK Sport	www.uksport.gov.uk

Unit 4: Psychology for Sports Performance

Unit reference number: H/502/5508

Level: 2

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to make learners aware of the psychological factors which influence sports performance and how psychological skills can be developed.

How often do we hear sportspeople claiming that their success is down to their desire to win or to mental strength? At the top level most performers are equally talented and have trained equally hard, yet those who win seem to be those who can control their emotions best. We are becoming more and more aware of the importance of developing psychological skills, alongside physical skills, during the training period for use in competition. We are also becoming aware that there are differences between the needs of individual athletes and that psychological skills training programmes need to be tailored to the individual.

This unit is relevant for people who want to improve their understanding of the psychological factors involved in sport and who need knowledge of psychology in order to work as a sports coach, fitness instructor, or with athletes who are seeking to improve their performance.

This unit explores the subject of sport psychology and some of its key principles so learners can use these concepts to help improve sporting performance. The first part of the unit looks at the psychological demands of sports as these will differ between sports, as well as between individuals. The key psychological principles of motivation, personality and aggression and the role they play in sporting performance are then examined. Within this, learners will explore psychological skills which can be used to improve the performance of sportspeople, including the important skills of imagery, relaxation and goal setting. The final part of the unit gives learners a chance to put all their knowledge and skills together and produce a six-week training programme which addresses the psychological skills needed for a chosen sport.

Essential resources

Effective delivery of this unit requires access to tests used to assess psychological skills and to normative data for interpretation of test results.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the psychological demands of a selected sport	1.1	Describe four psychological demands of a selected sport	<ul style="list-style-type: none"> □ <i>Psychological demands</i>: the types of attitudes and psychological skills individuals need to perform at high levels eg anxiety control, self-confidence, motivation, control of aggression, competitiveness, concentration, decision-making and problem solving
2	Know the impact motivation can have on sports performance	2.1	Describe the impact of motivation on sports performance	<ul style="list-style-type: none"> □ <i>Motivation</i>: definition; views eg trait centred, situation centred and interactional views; different motives for sport participants eg intrinsic and extrinsic factors, achievement motivation, attribution theory
		2.2	Describe two strategies that can be used to influence motivation	<ul style="list-style-type: none"> □ <i>Strategies</i>: used to maintain and increase motivation eg goal setting, imagery, self-talk
3	Know the effect of personality and aggression on sports performance	3.1	Describe personality and how it affects sports performance	<ul style="list-style-type: none"> □ <i>Personality</i>: definition; trait and situational approaches; nature versus nurture; personality types eg introverts and extroverts, type A and type B; impact of personality on sports participation and sports performance
		3.2	Describe aggression and two strategies that can be used to control it	<ul style="list-style-type: none"> □ <i>Aggression</i>: definitions (aggression and assertion); differentiation between aggression and assertion; types of aggression eg hostile and instrumental; causes of aggression □ <i>Controlling aggression</i>: methods eg anger management, controlled breathing exercises; ways to enhance performance through controlling aggression

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to develop and review a psychological skills training programme to enhance own sports performance	4.1	Assess own attitudes and psychological skills in a selected sport, identifying strengths and areas for improvement	<ul style="list-style-type: none"> □ <i>Assessment:</i> assessing strengths and areas for improvement; methods of analysis, eg coach, self, peers, performance profiling
		4.2	Plan, carry out and record a six-week training programme to improve psychological skills for a selected sport, with tutor support	<ul style="list-style-type: none"> □ <i>Programme:</i> SMART (specific, measurable, achievable, realistic, time-bound) objectives; psychological skills eg building motivation, developing self-confidence, changing concentration span, controlling anxiety, dealing with success and failure; strategies eg relaxation skills, goal setting, visualisation, imagery, self-talk □ <i>Recording progress:</i> methods eg diary, logbook, portfolio, video, observation records, witness statements
		4.3	Review the psychological skills training programme, identifying strengths and areas for improvement	<ul style="list-style-type: none"> □ <i>Review:</i> against objectives and goals; strengths and areas for improvement; strategies for attainment of future goals

Information for tutors

Delivery

This unit should be viewed as an introduction to sports psychology. Learners who complete this unit should be participating in sport competitively on a regular basis. Learners should also have access to a coach/coaching team. The unit will provide a basic introduction for each of the learning outcomes.

Tutor input is necessary in order to cover the theoretical aspects of the unit. However, the unit should be delivered in a practical environment wherever possible. Learners will need information on how to prepare mentally for sports performance and how this can be achieved effectively.

When assessing their own psychological skills learners should be advised to undertake a variety of assessments to gain this information, for example using performance profiling. Assessment could be completed by the coach, peers, parents or self. Once learners have completed assessments they should be directed towards setting specific objectives and goals for their development programme. For example, the ability to focus and re-focus, maintain confidence during sports performance, adopt correct attentional focus and concentration in a match situation, maintain motivation levels, control anxiety and deal with worry, deal with success and failure, adopt a professional attitude and promote skills in teamwork.

Once these objectives have been agreed learners can then plan the programme to meet the psychological demands identified through the assessment. The plan itself should be over a period of six weeks, during which the learner must complete a diary/logbook that will show clearly their progression towards the objectives and goals.

After completing the training programme learners will review their development against the specified objectives and goals, and will be expected to set themselves long-term goals for enhancing future psychological performance in sport. Learners should identify with coaching staff, and other experts, how these goals could be fully attained and the activities that could be undertaken to ensure that they are met in full.

Tutors should ask learners to produce presentation materials to describe different types of personality and the two types of aggression. If possible, learners could use professional sportspeople as examples of people who would be extreme personality types. When describing the effect personality has on sports performance learners should again use relevant examples from the world of sport and comment on their success or failure. The presentation should also examine the role aggression can play in sport. Learners should be advised to concentrate on their own sport and possibly select sports performers who have used aggression in positive and negative ways.

When learners are completing their psychological assessments it is important that they record the methods used in a written format. After the assessment has taken place learners should then consult tutors, coaches, sports psychologists and discuss a programme that could be implemented to improve their psychological skills and attitudes during sports performance. The support learners require to put this information together will determine the overall grade awarded. The learner should then carry out the six-week programme and record the developments in their logbook or diary. This should be completed after each session providing information on the development of psychological skills and attitudes. After completing the

programme, learners should review the programme, examine areas for improvement and discuss how these areas could be improved for future performance.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For 1.1, learners need to describe the psychological demands of a selected sport. Learners need to develop a list of psychological demands and then choose which four demands are most appropriate, and to what extent, for the sport of their choice. This information could be presented as a poster, adding a visual element to accompany written descriptions.

For 2.1, learners need to research the topic of motivation, its definition and dimensions. Learners can then produce a report covering the impact of motivation on sports performance and describing two strategies (2.2) that can be used to influence motivation.

For criteria 3.1 and 3.2, learners need to research the topics of personality and aggression and show how these affect sporting performance. This information can be presented in the form of a presentation where learners use sportspeople as examples to back up their points.

For criteria 4.1, 4.2 and 4.3, learners will carry out a six-week project to develop their own psychological skills. Initially, they will assess their own psychological skills and then use these assessments to set themselves goals and objectives to work towards (4.1). They will then plan and carry out a six-week training programme (4.2) to meet these objectives and goals. Learners will need to record their progress via a suitable method, for example using a diary or logbook. Once the six weeks have been completed they will review their progress and identify strengths and future areas for improvement (4.3). Evidence for these assessment criteria can be provided through the use of a logbook which learners will maintain to show their goals and objectives, their weekly progress and their final review. This work will need to be closely supported by the tutor.

Indicative resource materials

Textbooks

Beashel P, Sibson A and Taylor J – *Edexcel Sport Examined* ((Nelson Thornes, 2004) ISBN 9780748777242

Honeybourne J – *BTEC First Sport 2nd Edition* (Nelson Thornes, 2006)
ISBN 9780748783915

Jarvis, M – *Sport Psychology: A Student's Handbook* (Routledge, 2006)
ISBN 9781841695822

Mills R, Harris B and Parker-Bennett S – *BTEC First Sport* (Heinemann, 2006)
ISBN 9780435462192

Stafford-Brown J, Rea S, Manley C and Janaway L – *BTEC First Sport: For Performance, Exercise and Fitness, and Outdoor Recreation*. (Hodder Arnold, 2006)
ISBN 9780340926048

Websites

BBC Sport	www.bbc.co.uk/sport
British Association of Sport and Exercise Sciences	www.bases.org.uk
Istadia	www.istadia.com
Mind Tools	www.mindtools.com
Youtube	www.youtube.com

Unit 5: Nutrition for Sports Performance

Unit reference number: H/502/5525

Level: 2

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to develop skills and knowledge in personal nutrition linked to sports performance.

A well-balanced diet is a key factor in successful sports performance and good nutrition is essential to keep the body healthy. Poor nutrition can cause illness or fatigue, especially for athletes who regularly take part in training sessions and competition. A well-balanced diet, that is matched to energy expenditure and recovery from both training and competition schedules, is essential. The link to maintaining appropriate body weight and body composition is a key aspect in maintaining and improving sports performance.

This unit enables learners to work, where possible, with individuals such as athletes, coaches, personal trainers and nutritionists.

The first part of the unit considers energy demands of sports and the nutritional requirements needed in order to maintain energy levels. Learners will develop an understanding of the importance of macro and micronutrients, alongside adequate fluid levels and their role in achieving a balanced diet. This will be linked directly to sports performance and how dietary intake may be increased or reduced before, during or after training or competition. Learners will develop a personal food diary to establish their own eating patterns and identify any areas for improvement.

In the second part of the unit, learners will work together, supported by specialist staff, to plan, implement and review their own diet and personal nutritional strategy for the future. This will include details such as meal planning and adequate rehydration and how diet can be supplemented in order to meet individual needs. Learners can include personal preferences covering a variety of different food types, meal plans, supplements, drinks, and the costs of maintaining a healthy eating plan.

Essential resources

Effective delivery of this unit will require a range of texts and use of a suitable computer software package such as Microdiet is recommended.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the nutritional requirements of a selected sport	1.1	Describe the nutritional requirements of a selected sport	<ul style="list-style-type: none"> □ <i>Nutrients:</i> carbohydrates; fat; protein; water; vitamins; minerals; functions and dietary sources □ <i>Healthy diet:</i> balance of good health; preparation of food; importance (general health and lifestyle, energy levels, training and competition performance) □ <i>Sports-specific requirements:</i> before, during and after training; before, during and after competition; during rest periods; supplements; hydration; energy intake; meal planning
2	Be able to assess own diet	2.1	Collect and collate information on own diet for two weeks	<ul style="list-style-type: none"> □ <i>Collecting and collating information:</i> eg food diaries, type, amount, timing, feelings
		2.2	Describe the strengths of own diet and identify areas for improvement	<ul style="list-style-type: none"> □ <i>Assess:</i> eg comparison with relevant guidelines, paper-based calculations, dietary analysis software □ <i>Report:</i> strengths and areas for improvement eg eating less or more food, eating less or more of a particular food group, eating at different times, preparing food in a different way, drinking more fluid or drinking different types of fluid, in relation to sports performance and training

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to plan a personal nutritional strategy	3.1	Create a personal nutritional strategy, designed and agreed with an adviser	<ul style="list-style-type: none"> □ <i>Nutritional strategy:</i> eg food groups, balance of good health, rehydration, preparation, quantity, timing, energy intake, avoidance of substances that have a negative impact, supplementation (energy bars, vitamin and mineral supplements, creatine, protein powders) □ <i>Meal plans:</i> eg type, amount, preparation, fluid □ <i>Adviser:</i> eg coaching staff, nutritionists, tutors
4	Be able to implement and review a personal nutritional strategy	4.1	Implement a personal nutritional strategy	<ul style="list-style-type: none"> □ <i>Implement:</i> before, during and after training; before, during and after competition; food diaries
		4.2	Describe the strengths of the personal nutritional strategy and identify areas for improvement	<ul style="list-style-type: none"> □ <i>Review:</i> eg how the nutritional strategy is meeting needs, adopting the nutritional strategy, how the nutritional strategy fits in with likes, dislikes and lifestyle, cost, results, modify strategy as required

Information for tutors

Delivery

Learners need to understand the nutritional demands and energy requirements of a selected sport. Tutors should introduce the topic by identifying the importance of a healthy diet for general health and lifestyle and for competitive performance. The nutrients essential to health, their function and food sources should also be covered. Learners can carry out activities where they identify the main nutrient(s) in a range of different foods. Healthy eating guidelines should then be discussed, looking at the food groups and how to ensure a balanced diet.

Sports-specific nutritional requirements need to cover pre- and post-training and competition, rest periods and hydration. Learners can look at the benefits and drawbacks of a range of nutritional supplements through individual or group research. Meal planning will enable learners to apply their knowledge.

Learners need to be able to assess their own diet. This will involve recording all the food they consume in a diary or log then comparing the results with recommended guidelines. Learners need to understand the range of information a food diary should include and they should be introduced to paper-based and electronic methods of analysing dietary information. It is recognised that not all centres will have access to computer software so electronic methods of dietary analysis do not actually have to be carried out. It is important to give learners the opportunity to practise examining and discussing diets designed for sports participants, to help them identify the strengths of their current diet and areas for improvement.

Learners need to understand how to plan a personal nutritional strategy, which should include food groups and quantities, fluid intake and rehydration. Methods of preparing food, timing of food intake and supplementation should also be included in the strategy. It would be useful for learners to see examples of nutritional strategies for elite and professional performers. Learners also need to be aware of who can help them devise a personal nutritional strategy and then plan their own with support. It is often unrealistic for the personal nutritional strategy to be ideal; what it should do is move the learner towards a better diet and healthier lifestyle.

The final part of the unit requires learners to implement and review their personal nutritional strategy. The implemented strategy should cover a period of two weeks.

The input of relevant guest speakers would provide a valuable addition to the delivery of this unit.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For 1.1, learners need to describe the nutritional requirements of a selected sport and link this to a healthy balanced diet. The inclusion of macro and micronutrients should be a key part of the work. The benefits of a healthy diet and sports-specific nutritional requirements should also be covered. In terms of a healthy diet learners should identify food groups, quantities, preparation of food and fluid intake.

For 2.1, learners need to collect and record information on their own diet over a two-week period. This may be via a simple diary or food log which can be linked to 2.2 to describe their own diet, looking at the strengths and areas for improvement.

From this, learners can meet 3.1 by creating, with support, a personal nutritional strategy and plan.

For 4.1, learners should implement their own agreed strategy for two weeks, linking this to their food diary or food log. Criterion 4.2 focuses on the strengths of the personal nutritional strategy and how this could be amended or changed in the future to meet the needs of their sporting activities.

Indicative resource materials

Textbooks

- Bean A – *Food for Fitness* (A&C Black, 2008) ISBN 9780713681284
- Bean A – *Sports Supplements* (A&C Black, 2007) ISBN 9780713682595
- Burke L – *Practical Sports Nutrition* (Human Kinetics, 2007) ISBN 9780736046954
- Griffin J – *Food for Sport, Eat Well, Perform Better* (Crowood, 2001) ISBN 9781861262165
- Hill M. et al – *BTEC National Sport, Development, Coaching and Fitness* (NelsonThornes, 2007) ISBN 9780748781638
- HMSO – *Manual of Nutrition 11th Edition* (TSO, 2008) ISBN 9780112431169
- Karinch M – *Diets Designed for Athletes* (Human Kinetics, 2001) ISBN 9780736038348
- Larson-Meyer DE – *Vegetarian Sports Nutrition* (Human Kinetics, 2006) ISBN 9780736063616
- Manore M et al – *Sport Nutrition for Health and Performance* (Human Kinetics, 2000) ISBN 9780873229395
- Meltzer S. and Fuller C – *Complete Book of Sports Nutrition* (New Holland, 2007) ISBN 9781845370817
- Rinzler CA – *Nutrition for Dummies 4th Edition* (Wiley, 2006) ISBN 9780471798682
- Thandani S – *Kids Football Fitness* (A&C Black, 2008) ISBN 9781408105733

Journals

- British Journal of Nutrition*
- British Medical Journal*
- International Journal of Sports Nutrition*
- Journal of Nutrition*
- Journal of Sports Nutrition*

Websites

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|--|--|
| British Association of Sport and Exercise Sciences | www.bases.org.uk |
| British Nutrition Foundation | www.nutrition-org.uk |
| British Olympic Committee | www.olympics.org |
| Food Standards Agency | www.foodstandards.gov.uk |
| Institute of Food Research | www.ifrn.bbsrc.ac.uk |

Unit 6: Lifestyle and the Sports Performer

Unit reference number: T/502/5528

Level: 2

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is for learners to explore aspects of lifestyle and to identify the components of an appropriate lifestyle for an elite athlete.

Success in sport is not only about physical fitness, nutrition, technical, tactical and mental skills. It is also important that athletes are professional in all aspects of their life. The reputation and success of an athlete depends on them being reliable and spending their leisure time in a way that does not harm their ability to perform or bring themselves or their sport into disrepute.

Good communication skills and the ability to work well with others will help an athlete to develop their career as a sportsperson. To be successful, athletes need to be able to communicate and work well with a range of people, including coaching staff, managers, advisers and other athletes. Successful athletes also have to take part in media interviews.

Individuals who aspire to perform at a high level in their sport need to set themselves goals and plan how they are going to achieve these goals. This involves career and financial planning and should also cover the possibility that an athlete may not make it as a professional.

This unit gives learners the knowledge and skills to adopt a lifestyle appropriate to an elite athlete. It is aimed at individuals competing at a high level.

The first part of the unit looks at time management. It involves learners planning and prioritising work commitments such as training, competition and other types of employment and education. It also involves learners making good use of their leisure time, ensuring that leisure activities do not interfere with their performance. Pressure from peers, coach/support staff and family are investigated and strategies to cope with these pressures are discussed. Appropriate behaviour in a range of situations, including training, competition, at home and at social functions, is discussed.

The second part of the unit looks at career management, communicating effectively and working with others. Financial management and first and second career choices are explored. Effective communication skills and working relationships are examined and put into practice. Media interviews are also planned and carried out.

Essential resources

Learners will not need specialised equipment for this unit, but access to the internet, video making technology and interview studios is highly recommended.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to manage own work commitments and leisure time	1.1	Produce a realistic plan for work commitments and leisure time, for one month	<ul style="list-style-type: none"> □ <i>Work commitments:</i> eg training, competition, study, other forms of employment, prioritising, informing others, flexibility, resources □ <i>Leisure time:</i> social life; inappropriate activities eg alcohol, drugs, smoking; appropriate leisure activities eg rest and recovery, golf, cinema; living away from home □ <i>Planning aids:</i> eg diaries (paper, electronic), support staff (personal assistant, manager, coach)
2	Know appropriate behaviour for an elite athlete	2.1	Describe three different pressures on elite athletes	<ul style="list-style-type: none"> □ <i>Pressures:</i> people eg peers, family, coaching staff, teachers; lifestyle eg alcohol consumption, use of drugs, smoking, social life, level of performance in training and competition
		2.2	Identify strategies that can be used to deal with pressures on elite athletes	<ul style="list-style-type: none"> □ <i>Strategies:</i> eg support network, group and one-to-one discussions, lifestyle changes, time planning, media training
		2.3	Describe appropriate behaviour for elite athletes in three different situations	<ul style="list-style-type: none"> □ <i>Behaviour:</i> eg adherence to rules, respect for peers and others (coaches, officials, spectators), acting as a role model, appropriate clothing, conduct and manners □ <i>Situations:</i> eg during training and competition, at home, social functions

Learning outcomes		Assessment criteria		Unit amplification
3	Know the factors that influence effective career planning	3.1	Describe realistic goals in a personal athletic career plan, including second career choices	<ul style="list-style-type: none"> □ <i>Goals:</i> short-term; medium-term; long-term □ <i>Athletic career:</i> eg current expectations as an elite athlete, key review dates, change of coach, change of club, contingencies for illness, accident and injury □ <i>Second career:</i> career options inside and outside professional sport eg coach, teacher, media, sports development, physiotherapist, sports science support; qualifications and experience
		3.2	Describe three financial issues elite athletes need to consider	<ul style="list-style-type: none"> □ <i>Financial management:</i> eg financial advice, income, expenditure, taxation, savings, investment, insurance, pension, legal and contractual requirements
4	Be able to participate in a media interview	4.1	Describe the skills needed to communicate and work effectively with others	<ul style="list-style-type: none"> □ <i>Communication skills:</i> eg active listening skills, asking questions, communicating (accurately and clearly), discussions (with coaching staff, managers, advisers and other athletes), extracting key points from written material, writing clearly and effectively □ <i>Working with other people:</i> working relationships eg coaching staff, managers, advisers, fellow athletes; reviewing and improving relationships
		4.2	Prepare, and be the subject of, a media interview, describing own strengths and areas for improvement	<ul style="list-style-type: none"> □ <i>Media:</i> eg TV, radio, press, print media (local, national and international); requirements of different media □ <i>Prepare:</i> eg purpose, anticipating likely questions, scripts and prompt sheets, rehearsals, appearance and presentation, sensitive issues, sources of help and advice □ <i>Delivery:</i> eg use of speech, pace, intonation, clarity, body language, confidence, use of equipment

Information for tutors

Delivery

Learners need to understand how to plan their work commitments and leisure activities. Appropriate and inappropriate leisure activities should be identified and discussed. Types of work commitment should also be discussed as well as the importance of prioritising these. Learners should be introduced to a range of paper-based and electronic planning tools. They should also be encouraged to identify the types of pressure elite athletes face from different people and the strategies that can be used to deal with these pressures. This can be achieved through group discussion.

It is important that learners understand appropriate behaviour for elite athletes. This is best approached by looking at case studies, identifying why certain behaviour is appropriate or inappropriate and discussing the implications of behaving in a particular way. A range of situations should be covered, including during training and competition, at home and at social functions. It will not always be possible to use case studies and, in this situation, discussion should take place.

Career planning needs to cover the short, medium and long term. Short-term career planning will primarily involve the athlete's competitive career but contingency plans should be made for illnesses and injury. Case studies of successful athletes would be useful for learners. Long-term career planning will involve the athlete's career outside competitive sport and learners need to understand the qualifications and experience they need to pursue their chosen career. SkillsActive and Connexions have a range of information on careers in sport which learners can access. Job advertisements, job descriptions and person specifications can also be examined.

Financial planning is important for any athlete and learners should be introduced to potential sources of income, tax issues, savings, investment, insurance, pension provision, legal and contractual requirements and sources of financial advice.

Communication and working relationships are also important for athletes. Learners should develop their written and oral communication skills. The ability to work effectively with others should be developed through role-play situations.

Learners need to understand the different media available. The specific requirements for communicating with the media need to be covered; both the need to prepare for media interviews and how to deliver an effective media interview. Examples of elite athletes giving media interviews could be used to provide examples of effective and ineffective media interview skills. Learners can develop their skills through role-play situations. The media interview could be conducted by peers, the tutor or an appropriate guest speaker/lecturer.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Assessment of this unit requires learners to plan their work commitments and leisure time realistically. A paper-based or electronic diary would provide suitable evidence. All work commitments, including training, competition, study and other forms of employment, should be included. These need to be prioritised where

appropriate. Leisure time also needs to be planned and suitable leisure activities identified.

For 1.1, learners should complete a lifestyle plan for one month, demonstrating their understanding of balancing life commitments. The plan should be realistic ie valid for the learner's lifestyle. Tutors could provide a suggested template for the plan, which will need to cover work commitments and leisure time as stated in the *Unit amplification*.

Learners need to describe three different pressures on elite athletes, covering people and lifestyle pressures (2.1), and then identify strategies that can be used to deal with these pressures as evidence for 2.2. Assessment evidence could be presented in the form of a video diary.

Describing appropriate behaviour for elite athletes would provide evidence for 2.3. Descriptions could include adhering to the rules, respect for peers and others, acting as a role model, appropriate clothing, appropriate conduct and manners, across a range of different situations. Three different situations need to be covered and could include during training, during competition, at home or at social functions.

For 3.1, learners need to describe realistic short-, medium- and long-term goals in a personal athletic career plan, including second career choices. The goals should be valid for the learner. Assessment evidence for 3.1 could be presented as a written log or diary. Learners also need to describe three financial issues that elite athletes need to consider. Assessment evidence could take the form of a presentation to meet 3.2.

For 4.1, learners need to describe the skills needed to communicate and work effectively with others. They will also need to prepare for and participate in a media interview for 4.2. A videoed role-play exercise would provide evidence of carrying out a media interview. Learners could gather feedback from peers and their tutor in order to write a self-reflection describing their strengths and areas for improvement.

Indicative resource materials

Textbooks

Fyfe L – *Careers in Sport* (Kogan Page, 1998) ISBN 9780749425722

Masters J – *Working in Sport: How to Find a Sports Related Job in the UK or Abroad* (How To Books Ltd, 2007) ISBN 9781845281762

Stafford I and Balyi I – *Long Term Athlete Development – Preparing for a Life in Sport* (Coachwise, 2004) ISBN 9781902523705

Websites

www.sport.bbc.co.uk

BBC Sport

www.direct.gov.uk/en/MoneyTaxAndBenefits/ManagingMoney/index.htm

Direct Gov

www.skillsactive.com

Skills Active

www.sportdevelopment.org.uk

Sport Development

www.uksport.gov.uk

UK Sport

Unit 7: Business Skills in Sport

Unit reference number: D/502/5541

Level: 2

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to develop and acquire business skills needed for employment in the sport, leisure and recreation industry.

Anyone aspiring to work in the sport, leisure and recreation industry needs to be able to develop astute business skills to work effectively and provide exemplary customer service. Effective customer service skills balance responsiveness and assertiveness in order to influence positive outcomes. Effective customer care also includes handling difficult situations with sufficient care and attention to turn them around.

A leisure centre supervisor will possess a range of business skills to conduct business effectively and efficiently, manage information, maintain records and support the team in decision taking. Supervisors will have good verbal and written communication skills and make the best use of the various channels of communication for example face-to-face, telephone or written. They should have the ability to prioritise and multi-task, keep facilities well maintained and ensure that health and safety standards are met. Leisure centre managers will recruit, train and manage staff and be active listeners. They will also have the skills to coordinate marketing and publicity.

Business systems and business skills are interlinked. For example, a sports centre manager needs to be able to use business skills to manage customer accounts, which form an integral part of the overall financial management system and contribute to how the leisure centre deals with its customers.

This unit will help learners to understand and develop the business skills that employees in the sport and leisure industry need. Learners will start by exploring the business skills needed to support customers in the sport and leisure industry. This will include how to manage customer records and complaints. Learners will then need to demonstrate use of skills in a variety of practical customer service situations. By producing guidelines to support a selected customer service situation, learners will be able to apply their knowledge and understanding.

Learners will then look at the skills needed for effective business operation in sport and leisure. Learners will explore finance and health, safety and security skills. The final part of the unit requires learners to review the quality of a selected sport and leisure business, identifying areas for future development.

Essential resources

For effective delivery of this unit learners will need to explore practically the business skills used in various types of sport and leisure facilities and the target customers who use these facilities. Visits to sport and leisure businesses will give learners first-hand experience of customer service situations and the skills needed to support these customers. Learners will also have to visit their selected sport and leisure business in order to carry out a quality review.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the business skills needed to support customers in the sport and leisure industry	1.1	Describe the business skills needed to support customers in the sport and leisure industry	<ul style="list-style-type: none"> □ <i>Business skills:</i> customer information; booking procedures; customer inductions; customer records; ticketing systems; customer trends; market analysis; customer feedback eg surveys, suggestion boxes, mystery customers; customer complaints □ <i>Customers:</i> eg senior citizens, children, educational groups, people with disabilities, antenatal and post-natal, rehabilitation
2	Be able to use the skills required to manage customer service situations	2.1	Demonstrate use of customer service skills in three different customer service situations	<ul style="list-style-type: none"> □ <i>Customer service skills:</i> providing information and assistance eg products, services; providing advice eg equipment, safety; communicating messages eg in person, telephone; maintaining records eg financial details, customer details; dealing with issues eg injuries, stolen personal property; communication skills eg appropriate language, active listening, pitch, volume, tempo, body language, facial expression, posture □ <i>Customer service situations:</i> eg dealing with customer complaints, dealing with accidents, recruitment of members, answering the telephone, general enquiries, face-to-face, handling process of induction, written communication with a customer, conflict resolution
		2.2	Produce guidelines for a selected customer service situation	<ul style="list-style-type: none"> □ <i>Guidelines:</i> procedures for customer complaints eg face-to-face, letter writing, email, monitoring complaints, conflict resolution; answering the telephone eg messages and memos; dealing with injuries and stolen property; recruiting new members; customer induction; management levels eg responsibilities for customer situations

Learning outcomes		Assessment criteria		Unit amplification
3	Know the skills needed for effective sport and leisure business operation	3.1	Identify the skills needed for effective sport and leisure business operation	<ul style="list-style-type: none"> □ <i>Financial skills:</i> eg managing customer accounts, billing systems, receipts, customer payments, sales records, stock control, purchasing, payroll systems □ <i>Health and safety skills:</i> eg implementing and adhering to health and safety systems, first aid training and provision, knowledge of and adherence to emergency procedures, security of people and venues, knowledge of and adherence to fire procedures □ <i>Security skills:</i> eg purpose of security systems, emergency procedures, security of people and venues
4	Be able to review the quality of a sport and leisure business	4.1	Review the quality of a selected sport and leisure business, identifying strengths and areas for future development	<ul style="list-style-type: none"> □ <i>Quality review:</i> users eg age profile, gender demographics; affordability; marketing eg advertising, publicity, sales promotion; information systems eg filing, computerised, software packages used; customer feedback eg questionnaires, suggestion boxes; sport and leisure activities eg exercise on prescription, ante/post natal classes; facility mix eg sports hall, swimming pool, fitness gym, soft play, café; maintenance; health and safety; access for people with disabilities; quality of modernity; changing facilities; customer information eg levels of management, classes, opening hours, prices, emergency procedures; quality standard eg customer charters, Charter Mark, Sport and Recreation Industry Award Schemes, Investors in People, Total Quality Management; strengths and areas for future development

Information for tutors

Delivery

Tutors should introduce the unit by identifying the business skills needed to support customers in the sport and leisure industry. Learners could research this in groups and then discuss and follow it up with visits to sport and leisure businesses to observe and gain practical experience of different types of customers and business skills. There may be different types of sport and leisure businesses in the local area which learners could visit to investigate the business skills used to support customers. Research and knowledge can be shared and discussed amongst the group.

Learners need to be able to use the skills to manage customer service situations. Learners could visit sport and leisure businesses to observe professionals handling customer service situations and then apply the skills learned to three different customer service situations. The customer service situations could be demonstrated through role play in small groups. Tutors should discuss with learners how customer service skills are often integrated and how they should integrate these skills in their demonstrations.

Sport and leisure businesses may provide their own guidelines for customer service situations, for example in cases of emergency, which learners could base their own ideas on. A learner research task followed by whole group discussion would be useful in order to review the range of guidelines available. Textbooks will provide examples of financial skills and health, safety and security skills needed for effective sport and leisure business operation. Guest speakers from the local sports and leisure industry would help with the delivery of this part of the unit.

With tutor guidance, learners should then look at quality standards and how quality can be measured in the sport and leisure industry. Quality standards include Sport and Industry Award Schemes, the Charter Mark and Investors in People. Tutors may need to assist learners in selecting an appropriate sport and leisure business they can carry out an assessment and quality review for. Learners could work in pairs or small groups and discuss the strengths and areas for development of the selected business with the tutor and their peers before writing their findings up as an individual report.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For 1.1, learners need to describe the business skills needed to support customers in the sport and leisure industry. This will include providing customer information, customer inductions, booking procedures and dealing with issues. These skills could be researched through textbooks and internet sites, case studies and visits to sports and leisure businesses. Supporting specific customer types, such as senior citizens and children, could be introduced by identifying their individual needs and then discussing the business skills needed to support each type of customer. Evidence could be researched in groups and presented in the form of a starter pack for a new business. Each learner will need to individually present evidence which describes the business skills needed for different types of customers.

For 2.1, learners need to demonstrate the use of customer service skills in three different customer service situations. Evidence of meeting this criterion could be

achieved through role play and the scenarios videoed as evidence of each individual role. This should be supplemented with a signed observation report from the tutor. Guidelines for a customer service situation may be assessed in the form of a PowerPoint presentation and the slides printed and put into a guidelines folder, or poster, which could be displayed (2.2).

For 3.1, learners need to identify the financial, health and safety and security skills needed for effective sport and leisure business operation. Evidence for this assessment could be in the form of a written summary.

For 4.1, learners must carry out a quality review of a selected sport and leisure business and identify the strengths and areas for future development. Learners will need to cover the *Unit amplification* for 'quality review'. An observation checklist could be used to identify the quality criteria used to measure the quality of the business. From this checklist learners could then use the information to review the quality of the selected sport and leisure business and make a list of its strengths and identify areas for future development.

Indicative resource materials

Textbooks

Alpin S et al – *Edexcel GCSE Business Studies* (Philip Allan Updates, 2006)
ISBN 9780340816578

Barker R et al – *BTEC National Sport Book 2nd Edition* (Heinemann, 2007)
ISBN 9780435465155

Nutall C J – *Edexcel GCSE Business Studies* (Cambridge University Press, 2001)
ISBN 9780521003643

Websites

www.businessballs.com	Business Balls
www.businesslink.gov.uk	Business Link
www.cabinetoffice.gov.uk/chartermark/criteria.aspx	Cabinet Office CharterMark criteria
www.investorsinpeople.co.uk	Investors in People
www.sportsbusinessdaily.com	Sports Business Daily
www.sportsbusinessjournal.com	Sports Business Journal

Unit 8: Planning and Running a Sports Event

Unit reference number: H/502/5542

Level: 2

Credit value: 10

Guided learning hours: 60

Unit aim

This unit gives learners the opportunity to be involved in the planning, organising and running of a sports event.

For many leisure and recreation providers, event planning and management is a major undertaking that requires staff teams to work together in order to meet participant or customer needs. The aim of this unit is to develop learner knowledge and skills so they can effectively plan, implement and review a sports event of their choice. This unit will be particularly relevant to learners who aspire to work in the sport and leisure industry and related areas.

The first part of the unit will give learners the opportunity to take part in planning a sports event. They will investigate all aspects of planning a variety of sports events before applying this knowledge to plan their own event.

The 'event' will be a small-scale, one-off event that requires a significant amount of planning and organisation over a period of time. The type of event may include a sports competition or activity day. Alternatively, an event may be generated specifically for this unit, such as the organisation of an educational sports event, a summer sports training camp or a sports charity dinner/fundraiser.

After undertaking the planning process, learners will have the opportunity to participate in the running of the actual event, enabling them to put their planning into practice.

Throughout the unit learners will be able to develop their individual roles as well as being part of a team. They will need to keep records of meetings, consider the problems that may arise and suggest how to respond to them.

For the final part of the unit, learners will need to review the success of the event using feedback and information collected from all of those involved, including peers, the tutor, customers and participants.

Essential resources

It is essential that all learners have the opportunity to take part in planning and running a suitable sports event. Resources will depend largely on the type of event and this could vary greatly from centre to centre.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan a sports event	1.1	Produce a plan for a chosen sports event, outlining the planning process to meet given participant or customer requirements	<ul style="list-style-type: none"> □ <i>Planning process</i>: nature of event (type, size, aims and objectives, location); target audience; timings; identifying resources; staffing; budget; costings; constraints; contingency planning; identifying roles and responsibilities; meetings (frequency, documentation, records); risk assessment; disclaimers/informed consent; first aid procedures; promotional activities; method(s) for event evaluation; personal diary (log of notes, record of team meetings, meeting outcomes, actions arising) □ <i>Sports event</i>: eg sports competitions, sports activity day, summer training camp, educational event, sports charity dinner/fundraiser, community-based event, indoor event, outdoor event
2	Be able to contribute to the organisation of a sports event	2.1	Contribute to the organisation of a chosen sports event	<ul style="list-style-type: none"> □ <i>Participant or customer requirements</i>: event type; aims and objectives eg fundraising, providing information, education, raising awareness, health, fitness, wellbeing; participant or customer needs and satisfaction □ <i>Organisation</i>: resources eg venue, finance, transport, staffing, equipment, information, catering, entertainment; participation (roles, responsibilities, teamwork, meetings, communication); health and safety; contingencies eg weather, accident, change in numbers, staff shortages, equipment not arriving

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to contribute to the running of a sports event	3.1	Contribute to the running of a chosen sports event	<ul style="list-style-type: none"> □ <i>Setting up</i>: eg signs, sports equipment, entertainment, food and drink service areas, other equipment eg seating areas □ <i>During event</i>: eg responding to unexpected occurrences, food and drink service, meeting customer requests, instructing, officiating, monitoring, supervising □ <i>Setting down</i>: eg sports equipment, waste disposal, signs
4	Be able to review the success of a sports event	4.1	Design and use methods for collecting feedback on the success of a sports event	<ul style="list-style-type: none"> □ <i>Methods for collecting feedback</i>: documentation eg questionnaires, observation sheets, witness statements, customer comment cards
		4.2	Assess feedback received, identifying strengths and areas for improvement	<ul style="list-style-type: none"> □ <i>Review</i>: sources of feedback, eg self, team, assessor, participants, customers □ <i>Success</i>: against aims and objectives; against budget; deviation from plans; strengths and areas for improvement; recommendations for future events

Information for tutors

Delivery

The purpose of this unit is to develop learner understanding of event planning and their own planning and organisational skills, by working as a team and taking individual responsibility for specific tasks. In order to successfully achieve this unit, learners must be given the opportunity to plan, organise and run a sports event of a suitable type, size and complexity. Although learners will work in a group to achieve this, assessors must take care to ensure that each learner produces sufficient individual evidence to meet the assessment criteria. Evidence for this is likely to take the form of a learner portfolio supported by checklists, observation records and witness statements.

This unit is predominately practical in nature and should be delivered so that learners have maximum opportunities to take responsibility and ownership for planning and running a sports event. Learners should work in small teams or groups to plan and deliver their event, although the review and evaluation of the event should be undertaken individually. It is extremely important that each individual member of the team provides sufficient evidence to meet the assessment criteria, and that achievement is supported, where appropriate, by witness testimony or observation records provided by the tutor.

Before they start to look at their own event, learners will need input on the processes involved in planning an event. In planning the event, learners will be expected to keep ongoing records of meetings where the planning process has been discussed, roles and responsibilities identified, and progress monitored. Learners should be encouraged to consider problems and issues that might arise, and make suggestions for responding to these. Learners must also give due consideration to the health and safety issues associated with running the chosen event and ensure that the health, safety and welfare of participants or customers is ensured throughout.

When delivering the planning process tutors could encourage learners to investigate the planning of local events, such as a school sports day or a summer fete. Visits to local hotels, function suites or leisure centres could provide a valuable insight into the planning involved in organising conferences or other events such as weddings and company dinner/dances. Visiting events in the early stages of the unit may help when learners are investigating the requirements of the event planning process. Guest speakers, such as event organisers from local industry, could be invited to talk to learners about the intricacies of the event planning process. Learners can use and apply this knowledge to assist the planning and actual running of their sports event.

For this unit, the event should be a 'one-off' which requires a significant amount of planning, for example, between 8 and 12 weeks, and which the tutor regards as being appropriate in size, type and complexity. Suggested events include sports competitions, sports activity day, summer training camp, educational event or a sports charity dinner/fundraiser.

The tutor must take overall responsibility for the event but learners should take responsibility for their own roles and individual responsibilities as identified in the planning process. Learners will need to contribute to the running of the event – ie, setting up, during event and setting down. Communication is vital in the event planning process and each learner should be expected to keep a diary or log of the

stages involved in the process, including notes and/or minutes taken at more formal team planning meetings.

Finally, learners will need to review the success of the sports event. They may choose to design a customer comment card and collect feedback from customers or participants, as well as other team members and their tutor. The feedback can be collected by the team or group that they have worked with, but the review of the feedback must be undertaken individually. The tutor should also complete an observation record to confirm the criteria met/not met. Before learners produce their personal evaluation of the sports event, it would be useful for the tutor to arrange a formal de-brief session.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For 1.1, learners must produce a plan for their chosen sports event which outlines the planning process. The plan must include how they intend to meet the event aims and objectives and ensure the health, safety and welfare of participants or customers throughout. The plan must also include what promotional activities will be produced to promote the event and how the event will be reviewed and evaluated.

For 2.1, learners must show evidence of their contribution to organising their event. This may be a diary or log. An observation record must be completed by the tutor to support achievement.

For 3.1, learners must produce evidence to show they have contributed to and participated in the running of an event. The evidence should include records of meetings or task sheets produced before the event, together with witness statements and observation records from the tutor showing that the learner has been involved in all stages of the event; during setting up, during the event and during setting down.

For 4.1 and 4.2, learners must decide how they are going to review and evaluate their sports event and its success. They will need to have evidence of designing various methods of collecting feedback, for example, customer comment cards and feedback forms, to be used with participants, customers, other team members and the tutor. Learners must also show that they have collected feedback following the event, a witness statement provided by the tutor could confirm this. Although learners may collect feedback as part of a team or group, each member should produce an individual evaluation of the sports event with suitable recommendations for improvement. The evaluation may be documented, or learners could meet this criterion by presenting an individual review identifying strengths and areas for improvement.

Indicative resource materials

Textbooks

Allen J – *The Business of Event Planning: Behind-the-scenes Secrets of Successful Special Events* (John Wiley & Sons, 2002) ISBN 9780470831885

Allen M B – *Sports Exercise and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc, 2005) ISBN 9781563088193

Graham S – *Ultimate Guide to Sport Event Management and Marketing* (Irwin Prof, 1995) ISBN 9780786302444

Hoyle L H – *Event Marketing: How to Successfully Promote Events, Festivals, Conventions and Expositions – Wiley Events Management Series* (John Wiley & Sons, 2002) ISBN 9780471401797

Shone A and Parry B – *Successful Event Management* (Thomson Learning, 2004) ISBN 9781844800766

Supovitz F., Goldblatt J J – *The Sports Event Management and Marketing Playbook: Managing and Marketing Winning Events* (John Wiley & Sons, 2004) ISBN 9780471460077

Westerbeek H et al – *Managing Sports Facilities and Major Events* (Allen & Unwin, 2005) ISBN 9781741141948

Journal

International Journal of Sport Management and Marketing

Websites

www.bases.org.uk	British Association of Sport and Exercise Sciences
www.sportengland.org	Sport England
www.sportscoachuk.org	Sports Coach UK
www.sportsmanagement.co.uk	Sports Management
www.topendsports.com	Top End Sports
www.uksport.gov.uk	UK Sport
www.sport.ox.ac.uk	University of Oxford

12 Further information and useful publications

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

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

Key publications:

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

All of these publications are available on our website.

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

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

Additional resources

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

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

13 Professional development and training

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

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

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

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

Your Pearson support team

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

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

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

Progression opportunities

These are examples of progression opportunities to other Pearson qualifications within the active leisure and learning sector.

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/Higher Nationals	BTEC Specialist/Professional qualifications	NVQ/competence-based qualifications
5		BTEC HND Diplomas in: <ul style="list-style-type: none">- Sport- Sport and Exercise Sciences		
4		BTEC HNC Diplomas in: <ul style="list-style-type: none">- Sport- Sport and Exercise Sciences		NVQ in Spectator Safety Management

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/Higher Nationals	BTEC Specialist/Professional qualifications	NVQ/competence-based qualifications
3	<p>Advanced Subsidiary GCEs in:</p> <ul style="list-style-type: none"> - Physical Education - Leisure Studies <p>Advanced GCEs in:</p> <ul style="list-style-type: none"> - Physical Education - Leisure Studies 	<p>BTEC 'Nationals' in:</p> <ul style="list-style-type: none"> - Sport - Sport and Exercise Sciences 	<p>BTEC Awards in:</p> <ul style="list-style-type: none"> - Employment Awareness in Active Leisure and Learning - the Principles of Coaching Sport <p>BTEC Certificates in:</p> <ul style="list-style-type: none"> - Understanding Sports Performance - Personal Training - Achieving Excellence in Sports Performance - Sports Development - Sailing and Watersports <p>BTEC Diplomas in:</p> <ul style="list-style-type: none"> - Sports Development - Sailing and Watersports 	<p>NVQs in:</p> <ul style="list-style-type: none"> - Sports Development - Leisure Management - Achieving Excellence in Sports Performance - Spectator Safety - Personal Training - Outdoor Programmes - Sport and Play Surfaces

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/Higher Nationals	BTEC Specialist/Professional qualifications	NVQ/competence-based qualifications
2	GCSE in Physical Education (short course) GCSE in Physical Education	BTEC 'Firsts' in Sport	BTEC Awards in: <ul style="list-style-type: none"> - Understanding Stewarding at Spectator Events - Employment Awareness in Active Leisure and Learning - the Principles of Coaching Sport BTEC Certificates in: <ul style="list-style-type: none"> - Sailing and Watersports - Fitness Instructing - Leisure Operations 	NVQs in: <ul style="list-style-type: none"> - Active Leisure, Learning and Wellbeing Operational Services - Activity Leadership - Instructing Exercise and Fitness - Spectator Safety - Sport and Play Surfaces
1		BTEC Award, Certificate and Diploma in Sport and Active Leisure	BTEC Award in the Principles of Coaching Sport	NVQ in Sport and Active Leisure
Entry	Entry Level Certificate in Physical Education	BTEC Award in Sport and Active Leisure		

The qualification titles are accurate at the time of publication. The latest information can be found on our website, qualifications.pearson.com

Annexe B

Mapping with NVQ/competence-based qualifications

The grid below maps the knowledge covered in the Pearson TEC Level 2 Certificate and Diploma in Leadership Through Sport against the underpinning knowledge of the Level 1 NVQ in Sport, Recreation and Allied Occupations, Level 2 NVQ in Activity Leadership, Level 2 NVQ in Coaching, Teaching and Instructing, Level 2 NVQ in Instructing Exercise and Fitness, Level 2 NVQ in Operational Services, Level 3 NVQ in Achieving Excellence in Sports Performance, SkillsActive SSC National Occupational Standards. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

indicates partial coverage of knowledge in the NVQ/Competence-based qualification

A blank space indicates no coverage of the knowledge

NVQ/competence-based units		BTEC Specialist units							
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
NVQ/SVQ Level 1 Sport, Recreation and Allied Occupations									
D42	Lead an activity within a session	#							
C11	Help to set up, take down and store equipment	#							#
C35	Deal with accidents and emergencies		#					#	
D15	Help to give good levels of service to participants and customers							#	
NVQ/SVQ Level 2 Activity Leadership									
A52	Contribute to the work of your team							#	
C22	Promote safety in the sport and activity environment	#	#					#	
D21	Prepare for a session	#							
D22	Lead a session	#							

NVQ/competence-based units		BTEC Specialist units							
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
D23	Conclude and review a session	#							
A51	Administer finance and information							#	
B11	Support the development of the sport or activity							#	
C12	Set up, take down and store equipment	#							
C32	Give customers a positive impression of yourself and your organisation							#	
NVQ/SVQ Level 2 Coaching, Teaching and Instructing									
D43	Plan and prepare a series of coaching sessions	#	#	#	#	#			
D44	Maintain an environment in which participants can improve their performance	#	#						
D45	Coach participants to improve their performance	#	#	#	#	#			
D416	Evaluate coaching sessions and develop personal coaching practice	#							
C35	Deal with accidents and emergencies		#						
NVQ/SVQ Level 2 Instructing Exercise and Fitness									
C35	Deal with accidents and emergencies		#						
D410	Plan and prepare gym-based activities with clients		#						
D411	Instruct, observe and assist gym-based activities		#						
D414	Plan and prepare group exercise sessions with music		#						
D415	Instruct a group exercise session with music		#						
NVQ/SVQ Level 2 Operational Services									
C22	Promote safety in the sport and activity environment		#	#				#	

		BTEC Specialist units							Unit 8
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	
NVQ/competence-based units									
C32	Give customers a positive impression of yourself and your organisation							#	
A52	Contribute to the work of your team							#	
C12	Set up, take down and store equipment	#							
C31	Provide a centre reception service							#	
C34	Resolve customer service problems							#	
NVQ/SVQ Level 3 Achieving Excellence in Sports Performance									
ES1	Plan, apply and evaluate your technical skills to achieve excellence in your sport			#					
ES2	Plan, apply and evaluate your tactical skills to achieve excellence in your sport			#					
ES3	Plan, apply and evaluate your physical capability to achieve excellence in your sport		#			#			
ES4	Plan, apply and evaluate the attitudes and mental skills needed to achieve excellence in your sport				#				
ES5	Plan and manage your lifestyle to achieve excellence in your sport						#		
ES6	Manage your sporting career						#		
ES7	Communicate and work effectively with other people whilst seeking to achieve excellence in your sport						#		
ES8	Maintain the health and safety of self and others whilst seeking to achieve excellence in your sport		#						

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