

Sport

September 2021 to August 2022

Guidance for:
BTEC Nationals, Firsts, Tech
Awards, Technicals, BTEC
Specialist qualifications and
QCF Level 1



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Introduction

It is expected that COVID-19 will continue to impact upon teaching, learning and assessment through the academic year, impacting those learners who are part-way through their qualifications and those who are commencing this academic year. We are committed to ensuring that learners continue to benefit from the breadth of content of BTEC qualifications through adaptations in teaching and learning.

This document is intended to provide you with guidance for how you **might adapt delivery** for the sector's BTEC qualifications in the academic year of 2021-2022.

We continue to work with our regulators and relevant sector bodies on any possible adaptations or accommodations in line with the OFQUAL and DfE consultations.

Key aspects such as social distancing, safety, lost teaching time, subject content and practical activities have been considered from a sector perspective for your reference. However, it should be noted that all of the guidance provided here must only be followed within the context of the guidance issued by your own centre, relevant governing and industry bodies, local and national government.

For further advice and guidance, please refer to the Teaching, Learning and Assessment pages on [Pearson's website](#) or contact us [via the Customer Support portal](#).

We look forward to continuing to support you and your learners throughout this challenging time and wish you well for the coming year.

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Overview

Adaptations to Assessments in 2021/2022

Please refer to the assessment section on the [2021/2022 Teaching and Assessment page](#), for adaptations to assessments and qualifications for the 2021-2022 Academic Year. Here you will find:

- Tech Award Assessment Evidence Adaptations
- Work Experience and Employer Engagement
- Links to Exam timetables
- FAQs

Please note that not all qualifications can or will be adapted, and it is important that you refer to the relevant adaptation guidance for 2021-2022.

Some qualifications will not be adapted for one of the following reasons:

- An adaptation would impact the reliability and validity of the qualification
- The qualification is a licence to practice or primary purpose is progression to the workplace.

Learner eligibility

There are currently no plans to have these adaptations extend to learners who take assessments in 2022/23, regardless of when they are due to certificate.

Adaptations are only available in this academic year, for assessment due to take place between 1 September 2021-31 August 2022.

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Social Distance: Safety/Physical contact in practical work

Working with participants/subjects – some fitness or health monitoring tests may not be able to be carried out due to requirement for proximity of learner to another person e.g. skin fold tests.

Sports massage/injury treatments – due to requirement for social distancing, sports massage/injury treatment techniques may not be able to be performed on other individuals unless household members.

Equipment - main concerns are linked to access and cleaning of sports equipment which may limit the delivery and assessment of some units. This can be minimised where equipment is reserved for use within the year group or class 'bubble'.

Delivery of individual or group exercise sessions – where necessary, these could be delivered in an outdoor environment or through remote delivery.

Practical sports participation – some individual and team sports may not be played as yet with frequent changes to guidance. Centres will need to work in accordance with the

relevant NGBs and Government/local authority guidelines which can be found linked here:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>

Specific FE college guidance is available in the Physical activity in FE section here:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>

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Lost time teaching

Some teaching time may have been lost between 2021 which may impact achievement in 2022 particularly in programmes where units are delivered long and thin and lead directly into the second year of the programme or are needed for synoptic assessment later in the programme. Centres must focus on ensuring that the learners have an adequate foundation for the units that will be delivered in 2021-22.

All of this will require careful planning, particularly on programmes in which the learners were in other settings during 2020-21 and are likely to have had varied experiences (e.g. those who start BTEC Level 3 in FE or sixth form colleges in September 2021).

Flexibility of delivery and assessment

There is considerable latitude for the use of diverse delivery models and assessment models. The BTEC qualifications in Sport are very flexible and allow for the assessment criteria to be achieved by a variety of different methods depending on staff expertise, physical resources and time allowances.

No sport is specified in the BTEC Sport qualifications so a learner can choose any sport - as long as it has a NGB - (or adapted sport, for example, Boccia) – this means that learners have a whole range of sports and activities that they can choose to utilise given their own educational situation.

It is not a requirement that a whole cohort has to do the same sport etc so there is a greater range of flexibility in these qualifications than many others.

There is no specified amount of time a learner must demonstrate, compete, lead, or coach for. The learner just needs sufficient to allow them to be able to reflect and review appropriately as the unit requires, therefore, managing a number of learners delivering a part of a session in one 'lesson' may help to reduce time spent on this activity. Learners need sufficient evidence to help them complete the rest of the unit – and no more.

It should be stressed that where a learner has to deliver a sport/activity/training session this could be done online or face to face with a selected appropriate audience. These can be delivered to a selected audience within the learner's own bubble i.e. on a 1 to 1 peer basis or, for example, members of a learner's household could be utilised as the

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'performer(s)' if a peer is not available. The evidence will need to be recorded but it can be completed outside of the normal school/college facilities e.g. home-based, sports club etc.

Analysis of a sporting performance could be videoed or live performances can be replaced with pre-recorded performances for analysis. Peer analysis can be replaced with an elite sports performance analysis (live wherever possible i.e. on TV or by attending a game/event).

Most assessments can employ written reports, presentations, posters, video or audio recordings and other methods and these can be used in remote delivery. Visits to sporting industries are valuable but not mandatory and work experience is not required in these programmes.

Each centre's situation may very well be unique – therefore if you are unsure, please utilise this link to contact us:
<https://support.pearson.com/uk/s/qualification-contactus>

What is important to retain the validity of the sector's qualifications?

Sports massage may not take place if social distancing becomes a requirement – and therefore this would only be possible if the learner was able to practice massage techniques on another family member.

If this is the case then it is recommended that centres may choose to not deliver sports massage related units this year. However further guidance is given below for this type of unit.

Government guidelines and NGB guidance need to be adhered to, however, occupational competency units are not able to be adjusted except in line with CIMSPA guidance that will continue to be revised and updated accordingly here:

<https://www.cimspa.co.uk/library-and-guidance/coronavirus---cimspa-briefings/cimspa-policy-guidance---coronavirus>



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Are there other methodologies that can be used to support the purpose of the qualification?

Use of online remote platforms to observe participants taking part in sport or delivering exercise sessions could be implemented to allow full coverage of practical based criteria.

Field based fitness testing and indoor based fitness tests could be carried out outside if required by local/government guidelines.

Access to lab based fitness testing will be limited for many centres, however, learners will still gain experience of administering fitness tests in a field based environment.



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Teaching and Learning Guidance

The guidance below relates to all of the following Sport qualifications:

- BTEC L3 off-measures 2019 in Sport
- BTEC RQF 2016 in Sport
- QCF suite Nationals 2010 in Sport
- L2 Tech Award in Sport, Activity & Fitness
- L2 Technical in Sport & Activity Leaders
- BTEC First Award 2018 in Sport
- BTEC Firsts larger sizes 2012 – in Sport
- BTEC Specialist quals – all levels variety of titles

Given the vast range of qualifications and suites of units included within the above Sport qualifications please refer to the below as a guide for the internally assessed units/components with practical aspects/areas and apply as appropriate for the qualification in question. For externally assessed units/components then please apply similar teaching and learning guidance to the externally assessed units as similar internally assessed units.

Against each practical aspect/area there are example units from some of the qualifications however not all units will be listed due to the large number of units across the Sport suite of qualifications.

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Unit/Component Containing Content Relating to:	Content	Guidance
<p>Practical Sport Units</p> <p>Examples: Qual / Unit(s)</p> <ul style="list-style-type: none"> • BTEC L3 off-measures 2019/U11, 12 • QCF National L3 / U8, 9, 22, 27 • RQF National L3 / U7 • First L1/2 / U2 	<p>Learners are asked to take part in practical sport(s) – as either a performer or as an official.</p>	<p>Follow Government/local authority/ NGB guidance for all sports – team and/or individual.</p> <p>Adapted Sport can be utilised to conform with Government/local authority in addition to the NGB for the chosen Sport/ NGB guidelines.</p>
<p>Training Programme Units</p> <p>Examples – Qual / Unit(s)</p> <ul style="list-style-type: none"> • BTEC L3 off-measures 2019/ • QCF National L3 / U4, 15 • RQF National L3 / • First L1/2 / U3 	<p>Learners are asked to plan and take part in a training programme.</p>	<p>These units can be adapted by asking the learners to develop a training programme, considering the current restrictions and ask them to plan and undertake this for themselves.</p> <p>Activities could be undertaken outside and not in a gym environment if required by Government/local authority guidelines.</p>
<p>Fitness Training/Exercise Units</p> <p>Examples – Qual / Unit(s)</p> <ul style="list-style-type: none"> • BTEC L3 off-measures 2019 / U9 • QCF National L3 / U4, 15 • RQF National L3 / U29 	<p>Learners are asked to plan and deliver a fitness training or an exercise programme to an individual or group.</p>	<p>These activities can be adapted by asking the learners to develop fitness training or exercise programme, considering the current restrictions and ask them to plan and undertake this for themselves.</p> <p>Training/exercise may be completed outside if preferred and/or following the required Government/local authority guidelines.</p>

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<p>Coaching and Leadership Units</p> <p>Examples – Qual / Unit(s)</p> <ul style="list-style-type: none"> • BTEC L3 off-measures 2019/ U14, 20 • QCF National L3 / U5, 22, 23 • RQF National L3 / U4, 8, 10, 23 • First L1/2 / Unit 6 • Technical L1/2 / U3, 4, 5, 8 	<p>Learners are asked to lead/coach a sport/activity/fitness session.</p>	<p>Leadership sessions could be a physical activity session and/or an appropriate sport delivered to a small group and complying with the Government/local authority guidelines.</p>
<p>Practical Sport Performance Analysis</p> <p>Examples – Qual / Unit(s)</p> <ul style="list-style-type: none"> • BTEC L3 off-measures 2019/D3, • QCF National L3 / U19 • RQF National L3 / U7, 24 	<p>Learners are asked to assess the performance of themselves or others using live footage to complete the assessment and provide a rationale for future improvements.</p>	<p>For the practical performance aspect, follow NGB guidance for all sports – team and/or individual as normal, wherever possible. The sport/competition element can be adapted (follow NGB adaptation) if required to conform with Government and local authority. For reviewing the practical performance - if current performance is not available then previous recent learner performances that have been evidenced can be utilised. It is more useful to learners for them to be able to review performance at their own level of study and this enables better access to be achieving across the grading range. However if this is not possible:</p> <ul style="list-style-type: none"> • live performances can be replaced with pre-recorded performances for analysis. • Peer analysis can be replaced with an elite sports performance analysis (live wherever possible i.e. on TV or attend a game/event). <p>It should be recognised that some learners may struggle to achieve across the grading range if using elite sport as opposed to their own level of performance, however the process of reviewing and reflection would be undertaken, but the depth of analysis may be somewhat limited.</p>

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<p>Fitness Testing</p> <p>Examples - Qual / Unit(s)</p> <ul style="list-style-type: none">• BTEC L3 off-measures 2019/UB, U8• QCF National L3 / U7• RQF National L3 / U5	<p>Learners are asked to undertake fitness testing and recording of results.</p>	<p>Tests that can be completed outside as required to follow Government guidelines. NB - No spirometer usage.</p>
<p>Outdoor Activities</p> <p>Examples - Qual / Unit(s)</p> <ul style="list-style-type: none">• BTEC L3 off-measures 2019/ C4, 27• QCF National L3 / U10, 36, 38• RQF National L3 / U5• Technical L2 /U6	<p>Learners are asked to take part in practical outdoor activities.</p>	<p>Follow NGB guidance for all activities and remain in line with Government guidelines.</p>
<p>Work Placement</p> <p>Examples - Qual / Unit(s)</p> <ul style="list-style-type: none">• BTEC L3 off-measures 2019/• QCF National L3 / U26• RQF National L3 / U18• First L1/2 / U13	<p>Learners are asked to take part in a work placement experience.</p>	<p>As Work Placement is an optional unit in all of the qualifications- only continue with this if allowed in line with Government guidelines or if possible, undertake a reduced placement at own centre in line with Government guidelines.</p>

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<p>Sports Massage/Sports Injury Treatment</p> <p>Examples – Qual / Unit(s)</p> <ul style="list-style-type: none"> • BTEC L3 off-measures 2019 / U7 • QCF National L3 / U21 • RQF National L3 / U17, 32 	<p>Learners are asked to perform sport/exercise massage/treatments/techniques.</p>	<p>Centres will need to follow Government guidance on ‘bubble’ allowance i.e. class/year group bubble or domestic bubble etc. If allowed this can be completed utilising video techniques to ensure anonymity of participant i.e. on video no image of face of subject etc.</p>
<p>Any occupational competency content in units</p> <p>Examples – Qual / Unit(s)</p> <ul style="list-style-type: none"> • BTEC L3 off-measures 2019/ Units C1, D1, & C2, D2, D4 - click here for details of mapping • RQF National L3 / U13, 14, 15 & 16 - click here for details of mapping 	<p>Learners are asked to take part practically in units that are mapped to an occupational standard.</p>	<p>The guidance provided above is in line with current CIMSPA guidance relating to using members of learners’ households or their bubble including peers/other learners for summative assessment opportunities.</p> <p>When allowable within government/local guidance, learners are required to demonstrate the utilisation of gym equipment at least on a formative basis for achievement of the C2 Gym Instructor.</p> <p>Centres must follow CIMSPA guidance for all activities where content is mapped to industry standards and in line with Government guidelines. https://www.cimspa.co.uk/library-and-guidance/coronavirus---cimspa-briefings/cimspa-policy-guidance---coronavirus</p>

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Specific guidance relating to the RQF L3 Nationals in Sport

The externally assessed units within this qualification (Units 1, 2, 19 and 22) do not require adjustment or adaptation as all are addressed by the learner as an individual without the need to utilise other peers for any aspect of the unit content or assessment.

Unit/Component Containing Content Relating to:	Content	Guidance
Unit 3 Professional Development in the Sports Industry	LA:C and LA:D Learners form part of an interview and assessment activity panel taking turns in both roles – interviewer and interviewee. This enables learners to display personal interview response skills and reflection/peer review of the skills of others.	Interviews can be undertaken face to face or via an online platform such as Zoom etc. Both methods will allow for the process to be evidenced with video recordings and, if necessary, supported by a tutor statement. This video evidence will help support the learner with their review for LA:D.
Unit 4 Sports Leadership	LA:C Learners demonstrate a chosen leadership style during the running of a sport and exercise activity and review this.	The session can be delivered to peers from within their peer group/bubble. The number of participants in the session can also be reduced, as can the equipment that is used. Learners could utilise members of their household bubble to complete this element if it is not possible to be completed in school/college.

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<p>Unit 7 Practical Sports Performance</p>	<p>LA:A and LA:B Learners are given video scenarios to judge to show an understanding of the rules/laws and regulations relevant to different sports and its impact on individual performance. Learners will give evidence that shows understanding of the different skills, techniques and tactics used in different sports.</p> <p>LA:C Learners carry out a practical demonstration of the skills, techniques and tactics in the two selected sports. The specific sports are not specified so any sport that a learner wishes to use for this Learning Aim is acceptable as long as this is allowed by the Government, local authorities and/or National Governing Bodies.</p>	<p>This could be utilising recently recorded live sports performances or past performances from platforms such as You Tube etc. Also, if required learners can choose different sports to fulfil the requirements of LA:A and LA:B.</p> <p>Isolated practices should not prove an issue and can be videoed as normal wherever the learner is able to take part in the sport i.e. home, sports club, school, etc. Conditioned practices are able to be accommodated using selected participants from within a learner’s bubble. Only one example is required for each sport.</p> <p>Competitive performance will be dependent on the guidance at the time of delivery and/or the location of a particular centre/learner. If no competitive performance is able to take place using peer group bubble or household bubble then it is possible to utilise previous video evidence of the learner taking part in sport prior to the onset of COVID-19 issues. The evidence can be from the school/college or sports club etc.</p>
<p>Unit 8 Coaching for Performance</p>	<p>LA:C and LA:D Learners safely and independently deliver the planned session. Evidence of delivery will be through a video recording of the session, which will also support their review process.</p>	<p>This session can be for any sport (or adapted sport) and may focus on one particular skill for example, or a range of practices to develop a specific skill. This can be delivered to a selected audience/participants on a 1 to 1 basis and, for example, members of a learner’s household could be utilised as the ‘performer’ if a peer is not available. The evidence will need to be recorded but it can be completed outside of the normal school/college facilities e.g. home-based, sports club etc.</p>

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Thematic Guidance	Remote delivery (✓ X)	Socially distanced (✓ X)	Comments
BTEC QCF L1 – Sport & Active Leisure			
There are 23 units within the QCF E3 and/or L1 Sport & Active Leisure specification. The level and size of the learner’s qualification is stated in the front of the specification showing the number of credits, attached to the respective units, to be completed for each qualification. As a result, not all units have to be completed to enable certification.			
Work related information or preparing for work experience e.g. Units 1, 2, 3, 7, 8, 9, 14, 20, 21, 23	✓	✓	Although learners do not need to have access to the workplace, it would helpful if they could relate the learning to an actual workplace, through role play or past experience i.e. job or work placement. Websites are a good source of information as are family members and/or friends. See the Information for Tutors section for specific unit examples.
Practical performance – as either a performer or as an official e.g. Units 4, 6, 10, 12	✓	✓	For practical performance units we advise that centres follow Government/Local Authority/ NGB guidance for all sports – team and/or individual. Competition can be adapted, if required, to conform with Government/Local Authority/ NGB guidelines. If personal performance in a centre is not able to take place then online participation can be utilised. Using a peer group bubble or household bubble is permitted or alternatively it is possible to utilise previous video evidence of the learner taking part in sport prior to the onset of COVID-19 issues. The evidence can be taken from anywhere i.e. school/college or sports club etc.

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Leadership or coaching i.e. lead/coach a sport/activity/fitness session e.g. Units 5, 13	Partially	✓	Leadership/coaching sessions could be a physical activity session and/or an appropriate sport delivered to a small group and complying with the Government/Local Authority / NGB guidelines. Alternatively, a learner could assist a member of staff or a peer in running (or part of) a sport event/leisure or exercise activity.
Work Placement Unit 23	X	✓	This unit requires a work placement. However, the qualification can be achieved without completing this unit.