

# Pearson BTEC Level 3 National Diploma in Fitness Services



## Specification

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*First teaching from January 2016*

*First certification from 2018*

Issue 11



# **Pearson BTEC Level 3 National Diploma in Fitness Services**

## **Specification**

First teaching September 2016

Issue 11

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

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### **About Pearson**

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This specification is Issue 11. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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# Welcome

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

## Why are BTECs so successful?

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

When creating the BTEC Nationals in this suite, we worked with many employers, higher education providers, colleges and schools to ensure that their needs are met. Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements with:

- a range of BTEC sizes, each with a clear purpose, so there is something to suit each learner's choice of study programme and progression plans
- refreshed content that is closely aligned with employers' and higher education needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means some are set by you to meet local needs, while others are set and marked by Pearson so that there is a core of skills and understanding that is common to all learners. For example, a written test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

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

## A word to learners

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark, and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.

## Collaborative development

Students completing their BTEC Nationals in Sport will be aiming to go on to employment, often via the stepping stone of higher education. It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications. To ensure that the content meets providers' needs and provides high-quality preparation for progression, we engaged experts. We are very grateful to all the university and further education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

These qualifications have been approved by the following professional bodies as suitable qualifications for learners wanting to progress directly into employment.

The professional bodies include:

CIMSPA



REPs



In addition, universities, professional bodies and businesses have provided letters of support confirming that these qualifications meet their entry requirements. These letters can be viewed on our website.

## Summary of Pearson BTEC Level 3 National Diploma in Fitness Services specification Issue 11 changes

<b>Summary of changes made between the previous issue and this current issue</b>	<b>Page number</b>
The last paragraph of the <i>Qualification and unit content</i> section has been amended to allow centres delivering the qualification above to alter the content to reflect the context of the country where it is being delivered.	Page 7

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





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# Introduction to BTEC National qualifications for the sport sector

This specification contains the information you need to deliver the Pearson BTEC Level 3 National Diploma in Fitness Services. The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is part of the suite of Sport qualifications offered by Pearson. In the suite there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations.

All qualifications in the suite share some common units and assessments, allowing learners some flexibility in moving between qualifications where they wish to select a more specific progression route. The qualification titles are given below.

Within this suite are BTEC National qualifications for post-16 learners wishing to specialise in a specific industry, occupation or occupational group. The qualifications give learners specialist knowledge and technical skills, enabling entry to an Apprenticeship or other employment, or progression to related higher education courses. Learners taking these qualifications must have a significant level of employer involvement in their programmes.

In the sport sector the qualification is:

Pearson BTEC Level 3 National Diploma in Fitness Services (720 GLH) 601/7215/0.

Other BTEC National qualifications in this sector provide a broad introduction that gives learners transferable knowledge and skills. These qualifications are for post-16 learners who want to continue their education through applied learning. The qualifications prepare learners for a range of higher education courses either by meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them. Learners may progress to one of the qualifications in this specification having completed a smaller qualification that provides suitable fundamental knowledge and skills.

In the sport sector these qualifications are:

Pearson BTEC Level 3 National Certificate in Sport (603/0458/3)

Pearson BTEC Level 3 National Extended Certificate in Sport (601/7218/6)

Pearson BTEC Level 3 National Foundation Diploma in Sport (601/7220/4)

Pearson BTEC Level 3 National Diploma in Sport (603/0460/1)

Pearson BTEC Level 3 National Extended Diploma Sport (603/0459/5).

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

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

## Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

BTEC Nationals have been designed around the number of hours of guided learning expected. Each unit in the qualification has a GLH value of 60, 90 or 120. There is then a total GLH value for the qualification.

Each qualification has a TQT value. This may vary within sectors and across the suite depending on the nature of the units in each qualification and the expected time for other required learning.

The following table shows all the qualifications in this sector and their GLH and TQT values.

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 3 National Certificate in Sport</b>	180 GLH (240 TQT) Equivalent in size to 0.5 of an A Level. 2 units, both mandatory, of which 1 is external. Mandatory content (100%). External assessment (66%).	An introduction to the sport sector through applied learning that supports progression to higher education. It forms part of a programme of study that includes other vocational or general qualifications.
<b>Pearson BTEC Level 3 National Extended Certificate in Sport</b>	360 GLH (445 TQT) Equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (67%).	A broad basis of study for the sport sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.
<b>Pearson BTEC Level 3 National Foundation Diploma in Sport</b>	540 GLH (695 TQT) Equivalent in size to 1.5 A Levels. 7 units of which 4 are mandatory and 2 are external. Mandatory content (67%). External assessment (44%).	This qualification is designed as a one-year, full-time course covering the underpinning knowledge for the sport sector and supporting progression to an apprenticeship in the sport sector or to a further year of study at Level 3. It supports progression to higher education if taken as part of a programme of study that includes other BTEC Nationals or A/AS Levels.
<b>Pearson BTEC Level 3 National Diploma in Sport</b>	720 GLH (895 TQT) Equivalent in size to two A Levels. 9 units of which 6 are mandatory and 3 are external. Mandatory content (75%). External assessment (45%).	This is intended as an Applied General qualification, equivalent in size to two A Levels. It has been designed as part of a two-year programme, normally in conjunction with one or more qualifications at Level 3. This qualification is aimed at learners looking to progress to higher education in this sector.
<b>Pearson BTEC Level 3 National Extended Diploma in Sport</b>	1080 GLH (1390 TQT) Equivalent in size to three A Levels. 14 units of which 10 are mandatory and 4 are external. Mandatory content (78%). External assessment (42%).	This is intended as an Applied General qualification, equivalent in size to three A Levels. It is a two-year, full-time course that meets entry requirements in its own right for learners who want to progress to higher education courses in sport before entering employment.

Title	Size and structure	Summary purpose
<p><b>Pearson BTEC Level 3 National Diploma in Fitness Services</b></p>	<p>720 GLH (910 TQT)            Equivalent in size to two A Levels.            10 units of which 7 are mandatory and 2 are external.            Mandatory content (75%).            External assessment (33%).</p>	<p>This is intended as a Tech Level qualification, equivalent in size to two A Levels. It has been designed as part of a two-year programme, normally in conjunction with one or more qualifications at Level 3. This qualification is aimed at learners looking to progress to employment in this sector. This qualification is mapped to industry standards for the fitness industry. It is designed for entry to roles such as gym instructor or fitness instructor, and is appropriate for progression to Level 3 Personal Trainer qualifications or degree programmes.</p>

## Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC Level 3 National in Sport is shown in *Section 2*. **You must refer to the full structure to select units and plan your programme.**

### Key

Unit assessed externally	<b>M</b> Mandatory units	<b>O</b> Optional units
<b>FS</b> Fitness Services		

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Extended Certificate (360 GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
					FS		
1 Anatomy and Physiology	120	M	M	M	M	M	M
2 Fitness Training and Programming for Health, Sport and Well-being	120		M	M	M	M	M
3 Professional Development in the Sports Industry	60		M	M	M	M	M
4 Sports Leadership	60		O	M	O	M	M
5 Application of Fitness Testing	60		O	O	M	O	O
6 Sports Psychology	60		O	O		O	O
7 Practical Sports Performance	60	M	O	O		O	M
8 Coaching for Performance	60			O		O	M
9 Research Methods in Sport	60			O		O	M
10 Sports Event Organisation	60			O		O	O
11 Research Project in Sport	60			O		O	O
12 Self-employment in the Sports Industry	60				M		
13 Instructing Gym-based Exercise	60				M		
14 Exercise and Circuit-based Physical Activity	60				M		
15 Instructing Exercise to Music	60				O		
16 Instructing Water-based Exercise	60				O		
17 Sports Injury Management	60				O	O	O
18 Work Experience in Active Leisure	60				O	O	O

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Extended Certificate (360 GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
					FS		
19 Development and Provision of Sport and Physical Activity	120						M
20 Leisure Management	60					O	O
21 Leisure Centre Operations	60					O	O
22 Investigating Business in Sport and the Active Leisure Industry	90					M	M
23 Skill Acquisition in Sport	90					M	M
24 Sports Performance Analysis	60					O	O
25 Rules, Regulations and Officiating in Sport	60					O	O
26 Technical and Tactical Demands of Sport	60					O	O
27 Principles and Practices for Outdoor and Adventurous Activities	60					O	O
28 Environmental Sustainability for Outdoor and Adventurous Activities	60					O	O
29 Exercise for Specific Groups	60						O
30 Exercise, Health and Lifestyle	60						O
31 Current Issues in Sport	60						O
32 Sports Massage	60						O



## Qualification and unit content

Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Each qualification in the suite has its own purpose. The mandatory content provides a balance of breadth and depth ensuring that all learners have a strong basis for developing technical skills required in the sector. Learners are then offered the opportunity to develop a range of technical skills and attributes expected by employers with some opportunity to select between optional units where a degree of choice for individual learners to study content relevant to their own progression choices is appropriate. It is expected that learners will apply their learning in relevant employment and sector contexts during delivery and have opportunities to engage meaningfully with employers. The proportion of mandatory content ensures that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued. Learners are expected to show achievement across mandatory units as detailed in *Section 2*.

BTEC Nationals have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, planning and completing tasks to high standards, which are valued in both the workplace and in higher education.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. Further details can be found in *Section 2*.

Centres should ensure that delivery of content is kept up to date. Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

## Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

### Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to resit external assessments during their programme. You should refer to our website for current policy information on permitted retakes.

The styles of external assessment used for qualifications in the Sport suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Some external assessments include a period of preparation using set information. External assessments are available once or twice a year. For detailed information on the external assessments please see the table in *Section 2*. For further information on preparing for external assessment see *Section 5*.

## Internally-assessed units

Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- demonstrate practical and technical skills
- complete realistic tasks to meet specific briefs or particular purposes
- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information see *Section 6*.

## Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will permit learners to draw on and apply their learning. For these qualifications we have formally identified units which contain a synoptic assessment task. Synoptic assessment must take place after the teaching and learning of other mandatory units in order for learners to be able to draw from the full range of content. The synoptic assessment gives learners an opportunity to independently select and apply learning from across their programmes in the completion of a vocational task. Synoptic tasks may be in internally or externally assessed units. The particular unit that contains the synoptic tasks for this qualification is shown in the structure in *Section 2*.

## Language of assessment

Assessment of the internal and external units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 7*.

## Grading for units and qualifications

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

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

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

## UCAS Tariff points

The BTEC Nationals attract UCAS points. Please go to the UCAS website for full details of the points allocated.

# 1 Qualification purpose

## Pearson BTEC Level 3 National Diploma in Fitness Services

In this section you will find information on the purpose of this qualification and how its design meets that purpose through the qualification objective and structure. We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice about the size of qualification suitable at recruitment.

### Who is this qualification for?

The Pearson BTEC Level 3 National Diploma in Fitness Services is intended as a Tech Level, equivalent in size to 2 A levels. It has been designed as part of a two-year programme, normally in conjunction with one or more qualifications at level 3. It is aimed at learners looking to progress to employment in this sector, and whose aspirations would also be supported by taking complementary qualifications alongside.

No prior study of the sector is needed, but learners should normally have a range of achievement at level 2, in GCSEs or equivalent qualifications. This qualification is for learners wishing to progress to roles in the fitness industry and is accepted and supported by the Register of Exercise Professionals (REPs) and Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).

### What does this qualification cover?

This qualification has been developed in consultation with employers and professional bodies to confirm that it is appropriate for those interested in working in the sector. The content provides the knowledge, understanding and skills that underpin job roles in the fitness industry.

Everyone taking this qualification will study seven mandatory units:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry
- Unit 5: Application of Fitness Testing
- Unit 12: Self-employment in the Sport Industry
- Unit 13: Instructing Gym-based Exercise
- Unit 14: Exercise and Circuit Based Physical Activity.

Learners will also choose three option units, which have been designed to support progression to relevant occupational areas. They cover content areas such as:

- Unit 15: Instructing exercise to music
- Unit 16: Instructing water-based exercise
- Unit 18: Work Experience in Active Leisure.

## What could this qualification lead to?

REPs and CIMSPA have confirmed that on successful completion of the qualification with specific optional units as shown in the table below, entry will be permitted for learners to go into the industry. Stipulations of requirements for conducting practical assessments are detailed under Further information for teachers and assessors section for units 13, 14, 15 and 16.

<b>Pearson BTEC Level 3 National Diploma in Fitness Services (601/7215/0, 720 GLH)</b>		
<b>Qualification requirements</b>	<b>REPs Access to an employment as:</b>	<b>CIMSPA Access to an employment as:</b>
Successful completion of the qualification, all mandatory units and 3 optional units (which includes Units 13 and 14)	Level 2 Gym/Fitness instructor, Level 2 Circuits Instructor	Level 2 Gym/fitness instructor
Successful completion of the qualification, all mandatory units and 3 optional units including <i>Unit 15: Instructing Exercise to Music</i>	Recognised Level 2 Exercise to Music Instructor	Recognised Group Exercise Instructor
Successful completion of the qualification, all mandatory units and 3 optional units including <i>Unit 16: Instructing Water Based Exercise</i>	Recognised Level 2 Aqua instructor	Recognised Group Exercise Instructor

REPs is an independent, public register which recognises the qualifications and expertise of health-enhancing exercise instructors in the UK. REPs provides a system of regulation for instructors and trainers to ensure that they meet the health and fitness industry's agreed National Occupational Standards.

CIMSPA is the professional development body for the UK's sport and physical activity sector. CIMSPA has been awarded chartered status by the Privy Council, which came into effect at the start of January 2012. CIMSPA provides leadership, support and empowerment for professionals working in sport and physical activity and a single unified voice for the sector.

The Pearson BTEC Level 3 National Diploma in Fitness Services is equivalent in size to 2 A levels. Taken alongside an additional Level 3 qualification as part of a two-year programme of learning, it will enable students to progress to a range of degree programmes related to the sport and fitness sector. This will enable progression to additional job roles in the sector.

The qualification is intended to carry UCAS points and is recognised by HE providers as contributing to meeting admission requirements to many relevant courses. For example, when taken alongside:

- a Pearson BTEC Level 3 National Extended Certificate in Business, it would support entry to a BA (Hons) in Fitness Management and Personal Training, which could lead to job roles such as personal trainer
- an A level in Biology, it would support entry to a BSc in Nutrition and Exercise Science (Personal Fitness Training), which could lead to job roles as fitness manager.

Learners should always check the entry requirements for degree programmes with specific higher education providers.

### **How does the qualification provide employability and technical skills?**

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

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

There are also specific requirements in some units for assessment of these skills where relevant, for example, where learners are required to undertake real or simulated activities.

Many of the mandatory and specified optional units encourage learners to develop the specific practical skills that employers are looking for.

### **How does the qualification provide transferable knowledge and skills for higher education?**

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university or other higher study either immediately or for career progression. The transferable skills that universities value include:

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

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can become prepared for life-long learning through:

- reading technical texts
- effective writing
- analytical skills
- creative development
- preparation for assessment methods used in degrees.

## 2 Structure

### Qualification structure

#### Pearson BTEC Level 3 National Diploma in Fitness Services

##### Mandatory units

There are seven mandatory units, five internal and two external. Learners must complete and achieve a Near Pass grade or above for all mandatory external units, and Pass or above for all mandatory internal units in group A. Learners must complete all mandatory internal units in group B.

##### Optional units

Learners must complete three optional units from group C.

Pearson BTEC Level 3 National Diploma in Fitness Services				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units group A - learners complete and achieve all units</b>				
<b>1</b>	Anatomy and Physiology	<b>120</b>	<b>Mandatory</b>	External
<b>2</b>	Fitness Training and Programming for Health, Sport and Well-being	<b>120</b>	<b>Mandatory and Synoptic</b>	External
<b>13</b>	Instructing Gym-based Exercise	<b>60</b>	<b>Mandatory</b>	Internal
<b>14</b>	Exercise and Circuit-based Physical Activity	<b>60</b>	<b>Mandatory and Synoptic</b>	Internal
<b>Mandatory units group B – learners complete all units</b>				
<b>3</b>	Professional Development in the Sports Industry	<b>60</b>	<b>Mandatory</b>	Internal
<b>5</b>	Application of Fitness Testing	<b>60</b>	<b>Mandatory</b>	Internal
<b>12</b>	Self-employment in the Sports Industry	<b>60</b>	<b>Mandatory</b>	Internal
<b>Optional units group C – learners complete 3 units</b>				
<b>4</b>	Sports Leadership	<b>60</b>	<b>Optional</b>	Internal
<b>15</b>	Instructing Exercise to Music	<b>60</b>	<b>Optional</b>	Internal
<b>16</b>	Instructing Water-based Exercise	<b>60</b>	<b>Optional</b>	Internal
<b>17</b>	Sports Injury Management	<b>60</b>	<b>Optional</b>	Internal
<b>18</b>	Work Experience in Active Leisure	<b>60</b>	<b>Optional</b>	Internal

## External assessment

This is a summary of the type and availability of external assessment, which is of units making up 33% of the total qualification GLH. See *Section 5* and the units and sample assessment materials for more information.

Unit	Type	Availability
<b>Unit 1: Anatomy and Physiology</b>	<ul style="list-style-type: none"><li>• Written examination set and marked by Pearson.</li><li>• 1.5 hours.</li><li>• 80 marks.</li></ul>	<b>Jan and May/June</b> <b>First assessment</b> <b>May/June</b>
<b>Unit 2: Fitness Training and Programming for Health, Sport and Well-being</b>	<ul style="list-style-type: none"><li>• A task set and marked by Pearson and completed under supervised conditions.</li><li>• In Part A, learners will be given a case study one week before a supervised assessment period in order to carry out preparation.</li><li>• In Part B, the supervised assessment period is 2.5 hours as timetabled by Pearson.</li><li>• Written submission.</li><li>• 60 marks.</li></ul>	<b>Dec/Jan and</b> <b>May/June</b> <b>First assessment</b> <b>May/June</b>

## Synoptic assessment

The mandatory synoptic assessment requires learners to apply learning from across the qualification to the completion of defined vocational tasks. Within the assessment for *Unit 2: Fitness Training and Programming for Health, Sport and Well-being*, learners interpret lifestyle factors and health screening data to develop and justify a fitness training programme and nutritional advice for a client. Learners interpret the data using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills.

In delivering the unit you need to encourage learners to draw on their broader learning so they will be prepared for the assessment.

Within the assessment for *Unit 14: Exercise and Circuits-based Physical Activity*, learners investigate how instructors build and maintain effective working relationships when supporting participants before using knowledge and skills from their studies of the sector to plan and deliver a group-based, circuits-based exercise session. Learners complete the tasks using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills.

In assessing the unit assignments will require learners to select from and apply their learning from across their programme. The unit provides further information.

## Employer involvement in assessment and delivery

You need to ensure that learners on this qualification have a significant level of employer involvement in programme delivery or assessment. See *Section 4* for more information.



# 3 Units

## Understanding your units

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

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

### Internal units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use and it appears on certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Learning aims</b>	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 2</i> .
<b>Summary of unit</b>	This new section helps teachers to see at a glance the main content areas against the learning aims and the structure of the assessment. The content areas and structure of assessment are required. The forms of evidence given are suitable to fulfil the requirements.
<b>Content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
<b>Assessment criteria</b>	<p>Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion.</p> <p>A full glossary of terms used is given in <i>Appendix 2</i>. All assessors need to understand our expectations of the terms used.</p> <p>Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.</p>
<b>Essential information for assignments</b>	<p>This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment, and how the assessment criteria should be used to assess performance.</p>
<b>Further information for teachers and assessors</b>	<p>The section gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria.</p>
<b>Resource requirements</b>	<p>Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i>.</p>
<b>Essential information for assessment decisions</b>	<p>This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.</p>
<b>Links to other units</b>	<p>This section shows you the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.</p>
<b>Employer involvement</b>	<p>This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.</p>

## External units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use and it appears on certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Summary of assessment</b>	This sets out the type of external assessment used and the way in which it is used to assess achievement.
<b>Assessment outcomes</b>	These show the hierarchy of knowledge, understanding, skills and behaviours that are assessed. Includes information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
<b>Essential content</b>	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
<b>Grade descriptors</b>	We use grading descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
<b>Key terms typically used in assessment</b>	These definitions will help you analyse requirements and prepare learners for assessment.
<b>Resources</b>	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i> .
<b>Links to other units</b>	This section shows the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.



## Index of units

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

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# Unit 1: Anatomy and Physiology

Level: **3**

Unit type: **External**

Guided learning hours: **120**

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## Unit in brief

Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

## Unit introduction

Having an understanding of body systems is imperative in the sports industry so that professionals can help support people who are taking part in sport and exercise. The human body is made up of many different systems that interrelate to allow us to take part in a huge variety of sport and exercise activities. For example, an athlete can go from rest to sprinting in a matter of seconds, whereas an endurance athlete can continue exercising for many hours at a time.

In order to appreciate how each of these systems function, you will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance. The anatomy and physiology of each body system and their processes are very different but work together to produce movement. You will gain a full appreciation of how the body is able to take part in sport and exercise through understanding the interrelationships between these body systems.

This unit will give you the detailed core knowledge required to progress to coaching and instruction in the sports industry or further study.

## Summary of assessment

This unit is externally marked. It is set and marked by Pearson.

The examination will be one hour and 30 minutes in length.

The number of marks for the examination is 80. The paper will contain a number of short- and long-answer questions that will assess learners' understanding of the following topics: the skeletal system, the muscular system, the respiratory system, the cardiovascular system and the energy system for sports performance. Learners will use this knowledge and understanding to determine the interrelationships between body systems for sports performance.

The assessment availability is twice a year in January and May/June. The first assessment availability is May/June 2017.

Sample assessment materials will be available to help centres prepare learners for assessment.

## Assessment outcomes

**AO1** Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system

Command words: describe, give, identify, name, state

Marks: ranges from 1 to 4 marks

**AO2** Demonstrate understanding of each body system, the short- and long-term effects of sport and exercise on each system and additional factors that can affect body systems in relation to exercise and sporting performance

Command words: describe, explain, give, name, state

Marks: ranges from 1 to 4 marks

**AO3** Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system

Command words: analyse, assess

Marks: 6 marks

**AO4** Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements

Command words: assess, evaluate

Marks: 6 marks

**AO5** Make connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems

Command words: analyse, assess, discuss, evaluate, to what extent

Marks: 8 marks



## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A The effects of exercise and sports performance on the skeletal system

#### A1 Structure of skeletal system

Understand how the bones of the skeleton are used in sporting techniques and actions.

- Major bones to include cranium, clavicle, ribs, sternum, scapula, humerus, radius, ulna, carpals, metacarpals, phalanges, pelvis, vertebral column (cervical, thoracic, lumbar, sacrum, coccyx), femur, patella, tibia, fibula, tarsals, metatarsals.
- Type of bone – long, short, flat, sesamoid, irregular.
- Areas of the skeleton to include axial skeleton, appendicular skeleton, spine, curves of the spine, neutral spine alignment, postural deviations (kyphosis, scoliosis).
- Process of bone growth – osteoblasts, osteoclasts, epiphyseal plate.

#### A2 Function of skeletal system

Understand how the functions of the skeleton and bone types are used in sporting actions and exercise.

- Functions of the skeleton when performing sporting techniques and actions:
  - supporting framework
  - protection
  - attachment for skeletal muscle
  - source of blood cell production
  - store of minerals
  - leverage
  - weight bearing
  - reduce friction across a joint.
- Main functions of different bone types when performing sporting techniques and actions:
  - long bones – provides leverage, red blood cell production
  - short bones – weight bearing
  - flat bones – protection
  - sesamoid bones – reduce friction across a joint.

#### A3 Joints

Understand how joints of the upper and lower skeleton are used in sporting techniques and actions.

- Joints of the upper skeleton (shoulder, elbow, wrist, cervical and thoracic vertebrae).
- Joints of the lower skeleton (hip, knee, ankle, lumbar, sacrum, coccygeal vertebrae).
- Classification of joints – fibrous (fixed), cartilaginous (slightly moveable), synovial (freely moveable).
- Types of synovial joints (ball and socket, condyloid, gliding, saddle, hinge, pivot).
- The bones forming the following joints (shoulder, elbow, wrist, hip, knee, ankle, and their use in sporting techniques and actions).
- Structure and function of components of synovial joints and their use in sporting techniques and actions (joint capsule, bursa, articular cartilage, synovial membrane, synovial fluid, ligaments).
- Range of movement at synovial joints due to shape of articulating bones and use in sporting actions (flexion, extension, dorsiflexion, plantarflexion, lateral flexion, horizontal flexion and horizontal extension, hyperextension, abduction, adduction, horizontal abduction and adduction, rotation, circumduction).

#### **A4 Responses of the skeletal system to a single sport or exercise session**

- Simulated increase of mineral uptake in bones due to weight-bearing exercise.

#### **A5 Adaptations of the skeletal system to exercise**

The impact of long-term effects of exercise on sports performance.

- Skeletal adaptations – increased bone strength, increased ligament strength.

#### **A6 Additional factors affecting the skeletal system**

Understand the impact of the skeletal system on exercise and sports performance and the impact of exercise and sports performance on the skeletal system.

- Skeletal disease – arthritis, osteoporosis, and the effect of exercise in offsetting these conditions.
- Age – young children and resistance training issues stunting bone growth.

### **B The effects of exercise and sports performance on the muscular system**

#### **B1 Characteristics and functions of different types of muscles**

Understand different types of muscles and their use in sport.

- Cardiac – non-fatiguing, involuntary.
- Skeletal – fatiguing, voluntary.
- Smooth – involuntary, slow contraction.

#### **B2 Major skeletal muscles of the muscular system**

Major skeletal muscles and their combined use in a range of sporting actions.

- Deltoids, biceps, triceps, wrist flexors, wrist extensors, supinators and pronators, pectorals, abdominals, obliques, quadriceps, hip flexors, tibialis anterior, erector spinae, trapezius, latissimus dorsi, gluteals, hamstrings, gastrocnemius, soleus.

#### **B3 Antagonistic muscle pairs**

Movement of muscles in antagonistic pairs and their use in a variety of sporting actions.

- Agonist.
- Antagonist.
- Synergist.
- Fixator.

#### **B4 Types of skeletal muscle contraction**

Understand skeletal muscle contraction in different sporting actions.

- Isometric.
- Concentric.
- Eccentric.

#### **B5 Fibre types**

- Understand fibre type recruitment during exercise and sports performance.
- Characteristics of each muscle fibre type:
  - type I
  - type IIa
  - type IIx.
- Nervous control of muscle contraction (all or none law).

#### **B6 Responses of the muscular system to a single sport or exercise session**

- Increased blood supply.
- Increased muscle temperature.
- Increased muscle pliability.
- Lactate (high-intensity exercise).
- Microtears (resistance exercise).

**B7 Adaptations of the muscular system to exercise**

The impact of adaptation of the system on exercise and sports performance.

- Hypertrophy.
- Increased tendon strength.
- Increase in myoglobin stores.
- Increase in number and size of mitochondria.
- Increase in storage of glycogen.
- Increase in storage of fat.
- Increased tolerance to lactate.

**B8 Additional factors affecting the muscular system**

Understand additional factors affecting the muscular system and their impact on exercise and sports performance.

- Age – effect of the aging process on loss of muscle mass.
- Cramp – involuntary sustained skeletal muscle contraction.

**C The effects of exercise and sports performance on the respiratory system****C1 Structure of the respiratory system**

- Structure of the respiratory system (nasal cavity, epiglottis, pharynx, larynx, trachea, bronchus, bronchioles, lungs, alveoli, diaphragm, thoracic cavity).
- Intercostal muscles (external and internal).

**C2 Function**

Understand the function of the respiratory system in response to exercise and sports performance.

- Mechanisms of breathing (inspiration and expiration) at rest and during exercise.
- Gaseous exchange.

**C3 Lung volumes**

Understand the lung volumes and the changes that occur in response to exercise and sports performance.

- Tidal volume.
- Vital capacity.
- Residual volume.
- Total lung volume.
- Minute ventilation ( $V_E$ ).

**C4 Control of breathing**

Understand how breathing rate is controlled in response to exercise and sports performance.

- Neural (medulla oblongata as the respiratory centre in the brain).
- Chemical (chemoreceptors detect change in blood carbon dioxide concentrations and changes in pH).

**C5 Responses of the respiratory system to a single sport or exercise session**

- Increase in breathing rate.
- Increased tidal volume.

**C6 Adaptations of the respiratory system to exercise**

The impact of adaptation of the system on exercise and sports performance.

- Increased vital capacity.
- Increased strength of the respiratory muscles.
- Increase in oxygen and carbon dioxide diffusion rate.

### **C7 Additional factors affecting the respiratory system**

Understand additional factors affecting the respiratory system and their impact on exercise and sports performance.

- Asthma.
- Effects of altitude/partial pressure on the respiratory system.

### **D The effects of sport and exercise performance on the cardiovascular system**

#### **D1 Structure of the cardiovascular system**

- Structure of the cardiovascular system – atria, ventricles, bicuspid valve, tricuspid valve, semi-lunar valves, septum, major blood vessels (aorta, vena cava, pulmonary artery, pulmonary vein), coronary arteries.
- Structure of blood vessels – arteries, arterioles, veins, venuoles, capillaries.
- Composition of blood – red blood cells, plasma, white blood cells, platelets.

#### **D2 Function of the cardiovascular system**

Understand the function of the cardiovascular system in response to exercise and sports performance.

- Delivery of oxygen and nutrients.
- Removal of waste products – carbon dioxide and lactate.
- Thermoregulation – vasoconstriction, vasodilation of blood vessels.
- Fight infection.
- Clot blood.

#### **D3 Nervous control of the cardiac cycle**

Understand the control of the cardiac cycle and how it changes during exercise and sports performance.

- Conduction process
  - Sinoatrial node (SAN).
  - Atrioventricular node (AVN).
  - Bundle of His.
  - Purkinje fibres.
- Effect of the sympathetic and parasympathetic nervous system.

#### **D4 Responses of the cardiovascular system to a single sport or exercise session**

- Anticipatory increase in heart rate prior to exercise.
- Increased heart rate.
- Increased cardiac output.
- Increased blood pressure.
- Redirection of blood flow.

#### **D5 Adaptations of the cardiovascular system to exercise**

The impact of adaptation of the system on exercise and sports performance.

- Cardiac hypertrophy.
- Increase in resting and exercising stroke volume.
- Decrease in resting heart rate.
- Capillarisation of skeletal muscle and alveoli.
- Reduction in resting blood pressure.
- Decreased heart rate recovery time.
- Increase in blood volume.

**D6 Additional factors affecting the cardiovascular system**

Understand additional factors affecting the cardiovascular system and their impact on exercise and sports performance.

- Sudden arrhythmic death syndrome (SADS).
- High blood pressure/low blood pressure.
- Hyperthermia/hypothermia.

**E The effects of exercise and sports performance on the energy systems****E1 The role of ATP in exercise**

Understand the role of adenosine triphosphate (ATP) for muscle contraction for exercise and sports performance.

- Immediately accessible form of energy for exercise.
- Breakdown and resynthesis of ATP for muscle contraction.

**E2 The ATP-PC (alactic) system in exercise and sports performance**

Understand the role of the ATP-PC system in energy production for exercise and sports performance.

- Anaerobic.
- Chemical source (phosphate and creatine).
- Resynthesis of ATP.
- Recovery time.
- Contribution to energy for exercise and sports performance (duration and intensity of exercise).

**E3 The lactate system in exercise and sports performance**

Understand the role of the lactate system in energy production for exercise and sports performance.

- Anaerobic.
- Process of anaerobic glycolysis (glucose converted to lactic acid).
- Recovery time.
- Contribution to energy for exercise and sports performance (duration and intensity of exercise).

**E4 The aerobic system in exercise and sports performance**

Understand the role of the aerobic energy system in energy production for exercise and sports performance.

- Aerobic site of reaction (mitochondria).
- Food fuel source.
- Process of aerobic glycolysis, Krebs cycle, electron transport chain.
- Recovery time.
- Contribution to energy for exercise and sports performance (duration and intensity of exercise).

**E5 Adaptations of the energy system to exercise**

The impact of adaptation of the systems on exercise and sports performance.

- ATP-PC.
- Increased creatine stores.
- Lactate system.
- Increase tolerance to lactate.
- Aerobic energy system.
- Increased use of fats as an energy source.
- Increased storage of glycogen.
- Increased numbers of mitochondria.

**E6 Additional factors affecting the energy systems**

Understand additional factors affecting the energy systems and their impact on exercise and sports performance.

- Diabetes (hypoglycaemic attack).
- Children's lack of lactate system.

## Grade descriptors

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 3 Pass

Learners are able to demonstrate knowledge of anatomy and physiology and apply it to exercise and sports performance. They have a sound understanding of anatomical and physiological systems, structures, functions and characteristics and are able to apply this to familiar and unfamiliar situations/contexts. They are able to interpret information about the short-term and long-term effects of sport and exercise, rationalising cause and effect.

### Level 3 Distinction

Learners demonstrate thorough knowledge and understanding of the body systems in the context of exercise and sports performance, applying this to a range of familiar and unfamiliar situations. Learners are able to analyse how the body carries out exercise and sporting movements and how the body systems respond to short-term and long-term exercise.

Learners will be able to interpret information on exercise and sports performance and make reasoned judgements on how body systems carry out exercise and sporting movements in a range of different contexts, demonstrating understanding of the interrelationships between the body systems.

## Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Analyse	Learners examine in detail in order to discover the meaning or essential features of a theme, topic or situation, or break something down into its components or examining factors methodically and in detail. To identify separate factors, say how they are related and explain how each one contributes to the topic.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or identifies those which are the most important or relevant to arrive at a conclusion.
Describe	Learners give an account, or details, of 'something' or give an account of a 'process'.
Discuss	Learners identify the issue/situation/problem/argument that is being assessed in the question given, exploring all aspects and investigating fully.

Command or term	Definition
Evaluate	Learners review information before bringing it together to form a conclusion or come to a supported judgement of a subject's qualities in relation to its context, drawing on evidence: strengths, weaknesses, alternative actions, relevant data or information.
Explain	Learners convey understanding by making a point/statement or by linking the point/statement with a justification/expansion.
Give	Learners can provide examples, justifications and/or reasons to a context.
Identify	Learners assess factual information that may require a single word answer although sometimes a few words or a maximum of a single sentence are required.
State/Name	Learners give a definition or example.
To what extent	Learners review information then bring it together to form a judgement or conclusion, following the provision of a balanced and reasoned argument.

### Links to other units

This is a mandatory unit and underpins knowledge throughout the qualification.

### Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.



# Unit 2: Fitness Training and Programming for Health, Sport and Well-being

Level: **3**

Unit type: **External**

Guided learning hours: **120**

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## Unit in brief

Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.

## Unit introduction

The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme. To work in the health and fitness industry, staff need to know how to assess clients and then be able to plan appropriate training programmes to take into account individual needs.

In this unit, you will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information you will explore how to make judgements on a specific individual's current lifestyle and then suggest modifications to help improve the individual's fitness, health and overall well-being. Fitness training methods will be examined for each component of physical and skill-related fitness. The selection of appropriate training methods for a selected individual and their application into a training programme will then be explored. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

Carrying out client screening and designing fitness training programmes is an essential skill for many people working in the sports industry, including sports coaches looking to improve an individual or team's sporting performance. Any person working in these careers would need to be able to carry out client screening and the design of training programmes in time-constrained conditions, utilising knowledge gained from previous experiences. This unit has been selected as an externally-assessed unit as it replicates the processes that are carried out in the industry, and to complete the assessment you will need to draw on learning and application of content from across a number of units in the programme of study.

## Summary of assessment

This unit will be assessed under supervised conditions. Learners will be given a case study one week before the supervised assessment period to carry out preparatory work.

The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the assessment learners will be given a task that will assess their ability to interpret lifestyle factors and health screening data from a scenario and stimulus information in order to develop and justify a fitness training programme and nutritional advice based on these interpretations. Pearson sets and marks the task.

The assessment availability is December/January and May/June each year. The first assessment availability is May/June 2017.

Sample assessment materials will be available to help centres prepare learners for assessment.

## Assessment outcomes

**AO1** Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being

**AO2** Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals

**AO3** Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests

**AO4** Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved

**AO5** Be able to develop a fitness training programme with appropriate justification

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A Examine lifestyle factors and their effect on health and well-being

#### A1 Positive lifestyle factors and their effects on health and well-being

Understand the importance of lifestyle factors in the maintenance of health and well-being.

- Exercise/physical activity: physical (strengthens bones, improves posture, improves body shape), reduces risk of chronic diseases (CHD, cancer, type 2 diabetes), psychological (relieves stress, reduces depression, improves mood), social (improves social skills, enhances self-esteem), economic (reduces costs to National Health Service, reduces absenteeism from work).
- Balanced diet: eatwell plate (food groups), benefits of a healthy diet (improved immune function, maintenance of body weight, reduces risk of chronic diseases – diabetes, osteoporosis, hypertension, high cholesterol), fluid intake requirements (moderation of caffeine intake), strategies for improving dietary intake (timing of meals, eating less/more of certain food groups, five a day, reducing salt intake, healthy alternatives).
- Positive risk-taking activities: participation in outdoor and adventurous activities, endorphin release, improved confidence.
- Government recommendations/guidelines: UK Government recommendations (physical activity, alcohol, healthy eating).

#### A2 Negative lifestyle factors and their effects on health and well-being

Understand the factors contributing to an unhealthy lifestyle.

- Smoking: health risks associated with smoking (CHD, cancer, lung disease, bronchitis, infertility).
- Alcohol: health risks associated with excessive alcohol consumption (stroke, cirrhosis, hypertension, depression).
- Stress: health risks associated with excessive stress (hypertension, angina, stroke, heart attack, stomach ulcers, depression).
- Sleep: problems associated with lack of sleep (depression, overeating).
- Sedentary lifestyle: health risks associated with inactivity.

#### A3 Lifestyle modification techniques

Understand how lifestyle modification techniques can be used to reduce unhealthy lifestyle behaviours.

- Common barriers to change: time, cost, transport, location.
- Strategies to increase physical activity levels: at home, at work, during leisure time, method of transport.
- Smoking cessation strategies: acupuncture, NHS smoking helpline, NHS smoking services, nicotine replacement therapy, Quit Kit support packs.
- Strategies to reduce alcohol consumption: counselling, self-help groups, alternative treatments.
- Stress management techniques: assertiveness training, goal setting, time management, physical activity, positive self-talk, relaxation, breathing techniques, meditation, alternative therapies, changes to work-life balance.

**B Understand the screening processes for training programming****B1 Screening Processes**

Be able to interpret the lifestyle of a selected individual using appropriate screening documentation, and know when to refer the individual to a doctor.

- Screening questionnaires: lifestyle questionnaires, physical activity readiness questionnaires (PAR-Q).
- Legal considerations: informed consent form, data protection, client confidentiality.

**B2 Health monitoring tests**

Be able to interpret health monitoring results of a selected individual using normative data and make appropriate recommendations.

- Blood pressure.
- Resting heart rate.
- Body mass index (BMI).
- Waist to hip ratio.

**B3 Interpreting the results of health monitoring tests**

Be able to interpret health monitoring data against health norms and make judgements.

- Interpret results against normative data: compare and make judgements against population norms, norms for sports performers, norms for elite athletes, accepted health ranges.

**C Understand programme-related nutritional needs****C1 Common terminology**

Understand common nutritional terminology.

- Recommended daily allowance (RDA), energy measures (calories, joules, kilocalories, kilojoules).
- Energy balance: basal metabolism, age, gender, climate, physical activity, calories used in different activities (intensity and length of time).

**C2 Components of a balanced diet**

Understand the requirements of a balanced diet.

- Macronutrients (carbohydrates, fats, protein), sources of food for each macronutrient, quantities.
- Micronutrients (vitamins A, B, C and D, minerals calcium, iron), sources of food for each micronutrient, quantities.
- Hydration (different requirements of fluid intake: climate, levels of exercise, programme type, time of year).
- The effects on performance of dehydration and hyperhydration and the signs and symptoms of each.

**C3 Nutritional strategies for individuals taking part in training programmes**

- Understand different strategies used on an individual basis by:
  - adapting diet to gain or lose weight.
- Understand the use of ergogenic aids used in training programmes including positive and negative effects, and recommended timings:
  - energy gels and bars
  - protein drinks
  - carbohydrate loading.
- Understand the use of sports drinks for different types of training requirements including recommended timings and amounts:
  - isotonic
  - hypertonic
  - hypotonic.

## D Examine training methods for different components of fitness

### D1 Components of fitness to be trained

- Physical fitness – understand the components of physical fitness and the application of each component in a fitness training context.
  - Aerobic endurance: the ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity.
  - Strength: the maximum force (in kg or N) that can be generated by a muscle or muscle group.
  - Muscular endurance: the ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load.
  - Flexibility: having an adequate range of motion in all joints of the body, the ability to move a joint fluidly through its complete range of movement.
  - Speed: the ability to move the whole body quickly or move limbs rapidly.
  - Body composition: the relative ratio of fat-to-fat-free mass (vital organs, muscle, bone) in the body.

#### D1.1 Skill-related fitness

Understand the components of skill-related fitness and the application of each component in a fitness training context.

- Agility: the ability of a sports performer to quickly and precisely move or change direction without losing balance or time.
- Balance: static and dynamic balance, the ability to maintain centre of mass over a base of support.
- Coordination: the ability to control movement of two or more body parts, smoothly and efficiently to perform a motor task.
- Reaction time: the time taken for a sports performer to respond to a stimulus and the initiation of their response.
- Power: the ability to produce a maximal force in the shortest period of time possible.

### D2 Training methods for physical fitness-related components

Appropriate training methods to be included in the design of a training programme. Indoor and outdoor environments to be considered, with associated equipment, to allow for a variety of methods of exercising. Advantages and disadvantages of training methods to be considered when applied to a specific sport and exercise goal.

#### D2.1 Aerobic endurance training methods

Aerobic endurance training methods and their application to a practical context.

- Principles of aerobic training: training thresholds, percentage of heart rate max.
- Types of aerobic endurance training methods:
  - continuous training – training at a steady pace at moderate intensity for a minimum period of 30 minutes
  - fartlek training – the intensity of training is varied by running at different speeds or over different terrains
  - interval training – a work period followed by a rest or recovery period
  - circuit training – different stations/exercises are used to develop aerobic endurance.
- Equipment required for aerobic endurance training: gym-based, outdoor-based.

#### D2.2 Muscular strength training methods

Muscular strength training methods and their application to a practical context.

- Principles when training for strength: repetitions and sets, rest periods between sets, low repetitions and high loads, order of exercises to prevent or maximise muscle fatigue.
- Methods: pyramid sets.
- Equipment: free weights, fixed resistance machines.

### **D2.3 Muscular endurance training methods**

Muscular endurance training methods and their application to a practical context.

- Principles when training for endurance: repetitions and sets, rest periods between sets, high repetitions and low loads, order of exercises to prevent muscle fatigue.
- Methods: circuit training, fixed resistance machines, free weights.
- Equipment: free weights, fixed resistance machines, resistance bands/tubing.

### **D2.4 Core stability training methods**

Core stability training methods and their application to a practical context.

- Principles.
- Methods: pilates, yoga, gym-based exercises (plank, bridge, V-sit).
- Equipment: free weights, fixed resistance machines, circuit training, kettle bell training, resistance bands/tubing, stability balls.

### **D2.5 Flexibility training methods**

Flexibility training methods and their application to a practical context.

- Principles of flexibility: maintenance, developmental, pre-activity.
- Static: active; passive.
- Dynamic: proprioceptive neuromuscular facilitation (PNF) technique.
- Equipment: towel, belt, band, mat, partner.

### **D2.6 Speed training methods**

Speed training methods and their application to a practical context.

- Principles of speed training: training thresholds, percentage of heart rate max, recovery period between sets:
  - hollow sprints
  - acceleration sprints
  - interval training
  - resistance drills – hill runs, parachutes, sleds, bungee ropes.
- Equipment: resistance bands/tubes, parachutes, bungee rope, resistance tyres.

## **D3 Training methods for skill-related fitness components**

Appropriate training methods included in the design of a training programme.

### **D3.1 Agility training methods**

Agility training methods and their application to a practical context.

- Exercises which involve changing the body position quickly and with control:
  - SAQ (speed, agility, quickness)
  - sport-specific drills.

### **D3.2 Balance training methods**

Balance training methods and their application to a practical context.

- Static balance: static balance exercises focus on retaining the centre of mass above the base of support when stationary.
- Dynamic balance: focus on retaining the centre of mass above the base of support when moving.
- Method: using stable and unstable surfaces on which to balance.

### **D3.3 Coordination training methods**

Coordination training methods and their application to a practical context.

- Exercises which involve the use of two or more body parts together:
  - sport-specific activities.

### **D3.4 Reaction time training methods**

Reaction time training methods and their application to a practical context.

- Reaction drills in response to an external stimulus.
- Equipment: stopwatch, whistle, visual stimulus, auditory stimulus, reaction ball.

### **D3.5 Power training methods**

Power training methods and their application to a practical context.

- Plyometrics: specific to the sport.
- Equipment: ladders, cones, jump ropes, medicine ball, hurdles, benches.

## **E Understand training programme design**

### **E1 Principles of fitness training programme design**

Be able to design a fitness training programme including all the major components.

- Fitness training programme design:
  - aims – details of what they would like to achieve
  - objectives – how they intend to meet their aims
  - personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER)
  - resources required – facilities and equipment.
- Principles of training: FITT principles (frequency, intensity, time and type of exercise used in the exercise sessions), additional principles of training (specificity, overload, progression, reversibility, rest and recovery, adaptation, variation, individual needs).
- Periodisation: macrocycle, mesocycle, microcycle.

## Grade descriptors

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 3 Pass

Learners will be able to produce a training programme for an individual that demonstrates knowledge and understanding of lifestyle factors, nutritional needs and health screening data in the context of the scenario. Learners will identify and justify behavioural modification techniques, nutritional strategies and fitness training methods that support the proposed programme, evidencing the ability to conduct relevant research. The programme is appropriate and realistic, demonstrating an ability to develop a logical plan for a client underpinned by training principles.

### Level 3 Distinction

Learners will be able to produce a training programme that demonstrates knowledge and understanding of lifestyle factors, nutritional needs and health screening data in the context of the individual in the scenario, supported by justification and the application of relevant research. Learners can recommend nutritional strategies and behavioural modification activities that are specific, demonstrating a thorough understanding of interrelationships between the health, fitness and well-being needs of the client. Learners' recommendations will show an analytical approach, containing sustained lines of argument leading to a cohesive training programme that is entirely relevant in the wider context of fitness training principles.

## Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Interpretation	Learners are able to draw the meaning, purpose or qualities of something from stimulus.
Justification	Learners give reasons or evidence to: <ul style="list-style-type: none"> <li>• support an opinion and or decision</li> <li>• prove something right or reasonable.</li> </ul>
Qualitative evidence	Descriptive information from interviews or questionnaires.
Quantitative evidence	Numerical or statistical information.
Relevance	Importance to the matter at hand.



## Links to other units

The assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 1: Anatomy and Physiology
- Unit 3: Professional Development in the Sports Industry.

This unit would relate to the teaching of:

- Unit 5: Application of Fitness Testing
- Unit 8: Coaching for Performance
- Unit 11: Research Project in Sport
- Unit 13: Instructing Gym-based Exercise
- Unit 14: Exercise and Circuit-based Physical Activity
- Unit 15: Instructing Exercise to Music
- Unit 16: Instructing Water-based Exercise
- Unit 17: Sports Injury Management
- Unit 18: Work Experience in Active Leisure.

## Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities.

For example:

- guest speakers
- opportunities to visit suitable businesses.



# Unit 3: Professional Development in the Sports Industry

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

## Unit introduction

The sports industry is a vast market with many different pathways. For a successful career, you need to understand the scope and breadth of the available opportunities and the steps needed to follow your chosen pathway.

In this unit, you will research the different possible careers and the associated job roles in the sports industry, then action plan your development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a career plan. You will research your chosen career to understand how to access and progress within it. You will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify your own strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an understanding of the generic employability and specific-technical knowledge and skills required to access and progress in a selected career pathway in the sports industry.

This unit will prepare you for progression to a career in the sports industry either directly or through higher education, by developing your understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee.

## Learning aims

In this unit you will:

- A** Understand the career and job opportunities in the sports industry
- B** Explore own skills using a skills audit to inform a career development action plan
- C** Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway
- D** Reflect on the recruitment and selection process and your individual performance.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<p><b>A</b> Understand the career and job opportunities in the sports industry</p>	<p><b>A1</b> Scope and provision of the sports industry</p> <p><b>A2</b> Careers and jobs in the sports industry</p> <p><b>A3</b> Professional training routes, legislation, skills in the sports industry</p> <p><b>A4</b> Sources of continuing professional development (CPD)</p>	<p>A report that justifies the selection of a specific sports industry career pathway, following an investigation into two contrasting career pathways, focusing on short- and long-term prospects and the knowledge, skills and qualities required to achieve them.</p> <p>Career development action plan, supported by evidence of personal skills audit outcomes.</p>
<p><b>B</b> Explore own skills using a skills audit to inform a career development action plan</p>	<p><b>B1</b> Personal skills audit for potential careers</p> <p><b>B2</b> Planning personal development towards a career in the sports industry</p> <p><b>B3</b> Maintaining a personal portfolio/record of achievement and experience</p>	
<p><b>C</b> Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</p>	<p><b>C1</b> Job applications</p> <p><b>C2</b> Interviews and selected career pathway-specific skills</p>	<p>Learners must participate in recruitment and selection activities. They will need to interview and be interviewed, conduct a practical assessment activity and complete the appropriate documentation.</p> <p>Learners will need to evidence all the documents created.</p> <p>Ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability.</p> <p>SWOT (strengths, weaknesses, opportunities, threats) analysis on performance of their interviewing assessment activity, linked to their personal development.</p>
<p><b>D</b> Reflect on the recruitment and selection process and your individual performance</p>	<p><b>D1</b> Review and evaluation</p> <p><b>D2</b> Updated SWOT and action plan</p>	

## Content

### Learning aim A: Understand the career and job opportunities in the sports industry

#### A1 Scope and provision of the sports industry

The size, breadth and geographic spread of the sports industry, locally and nationally and factors that affect sports provision and employment opportunities.

- Sport and recreation industry data, economic significance, number of jobs.
- Geographical factors – location, environment, infrastructure, population.
- Socio-economic factors – wealth, employment, history, culture, fashion and trend.
- Season factors, e.g. swimming pools that only open in the summer, summer camps, holiday sports clubs, competition seasons, training camps.

#### A2 Careers and jobs in the sports industry

- Key pathways – coaching, sports science (e.g. nutritionist, sport psychology, sports therapy and injury management in sport performance, exercise and fitness), sports development (e.g. sports development officers, National Governing Body (NGB) officers, sports administrator) leisure management (e.g. facility management, grounds keeping, activity coordinator) education, sports journalism.
- Sectors – public, private, voluntary, third sector, public/private partnerships.
- Local employers – public, private, voluntary, third sector, public/private partnerships.
- National employers – public, private, voluntary, third sector.
- Sources of information on careers in sports.
- Definitions of types of employment and practical examples across different sports sectors and career pathways, locally and nationally:
  - full time
  - part time
  - fixed-term contract
  - self-employment (independent, subcontracted)
  - zero-hours contract
  - apprenticeships.

#### A3 Professional training routes, legislation, skills in the sports industry

- Career pathways – progression routes and successive jobs in different pathways:
  - coaching, e.g. NGB awards different disciplines, disability sport, working with children, safeguarding awareness
  - sports science – specialisms, e.g. nutritionist, sport psychology, sports therapy and injury management in sport performance, exercise and fitness
  - sports development, e.g. sports development officer, NGB leads, sports administration, talent pathway leads
  - leisure management, e.g. lifesaving, facilities management/maintenance, health and safety, customer service, marketing and promotion, finance, management activities
  - education pathways, e.g. Level 2 and Level 3 specialist qualifications, higher education.
- Job descriptions and personal specifications for sports industry jobs.
- Industry standards – safeguarding (Disclosure and Barring Service (DBS)), codes of practice, e.g. Register of Exercise Professionals (REPs), Sports Coach UK, organisational policies and procedures.
- Safeguarding – DBS: self-disclosure, enhanced disclosure, regulations and requirements.
- Sector-specific legislation that impacts on job roles.
- Qualification and professional bodies, e.g. REPs, Sports Coach UK, Minimum Standards for Active Coaches, NGBs, Chartered Institute for the Management of Sport and Physical Activity (CIMSPA), Adventure Activities Licensing Authority (AALA).

#### **A4 Sources of continuing professional development (CPD)**

Maintaining professional development in specific career pathways.

- Memberships of professional bodies: fees, qualification, logs of CPD.
- Required updates to professional competences, e.g. first aid, safeguarding.
- Career progression training – specific to sector, higher levels of qualification, management training sector specific, business or generic management, higher education FdSc, BA, BSc.
- Gaining knowledge and experience through cross-sector opportunities, e.g. participation in cross-sector organisation board working groups, elite performance programmes.

#### **Learning aim B: Explore own skills using a skills audit to inform a career development action plan**

##### **B1 Personal skills audit for potential careers**

Producing a personal skills audit against a chosen career pathway.

- Interests and accomplishments.
- Qualities – reliability, organisational skills, commitment, resilience, empathy.
- Basic skills – literacy, numeracy and IT.
- Experience, e.g. sporting, leadership, work, travel.
- Qualifications – educational and sector specific.
- Generic employability skills – teamwork, cooperation, communication, problem solving.
- Specific technical skills, e.g. coaching, instructing, leading, administering test protocols.
- Using SWOT (strengths, weaknesses, opportunities, threats) analysis.

##### **B2 Planning personal development towards a career in the sports industry**

- Use of personal skills audit to produce an action plan towards a sports and recreation industry career.
- Identification of key timescales, e.g. immediate actions, next year, two years, five years, and ten years.
- Identification of training/educational/experiential aims at these key times and processes to achieve these goals.
- Careers guidance and support available and education choices.
- Career development action plan (CDAP) – definition; higher levels, specialism and diversification, aims, milestones, measures.
- Professional development activities – workshops, training, job shadowing, self-reflection.

##### **B3 Maintaining a personal portfolio/record of achievement and experience**

Personal portfolio/record of achievement:

- educational certificates
- sport-specific awards
- sporting achievements
- testimonials
- press cuttings
- work experience
- volunteering
- any other relevant evidence
- CVs targeting sports industry jobs.

## **Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway**

### **C1 Job applications**

Selection of a job role in a suitable career pathway, identified from skills audit and CDAP and then preparation of all the relevant documents:

- a job advertisement giving suitable examples of where it could be placed
- job analysis
- job description
- person specification
- application form
- personal CV
- letter of application.

### **C2 Interviews and selected career pathway-specific skills**

- Communication skills required for interview situations: body language and listening skills, professional approaches, formal language, skills and attitudes of interviewee, role play, body language, dress, interview questions.
- Presentation skills – for micro-teach, for micro-coach.
- Career pathway-specific technical knowledge/skills displayed, e.g. coaching, instructing, leading, handling equipment, following testing protocols.
- Interview feedback form.
- Observation form.
- Reviewing applications from peer group.
- Submitting applications to peer group.
- Demonstration of a work-related competence (interviewing and being interviewed), analysis of how the activity worked, if the correct questions were asked to achieve the desired outcome, if the advertisement, job description and person specification led to the application form and covering letter being completed with the right level of information; adherence to equal opportunities legislation.

## **Learning aim D: Reflect on the recruitment and selection process and your individual performance**

### **D1 Review and evaluation**

- Role-play activity.
- Individual appraisal of own roles in being interviewed, interviewing and observing.
- Review of communication skills.
- Review of organisational ability.
- Assessment of how the skills acquired support the development of employability skills.

### **D2 Updated SWOT and action plan**

- SWOT analysis on individual performance in the role-play activities.
- Self-critique of the events and documentation prepared and how it supported the activity.
- Review of how effective the process was and how learners feel they may need to develop skills further to be able to conduct and participate in interviews more effectively.
- Action plan to highlight how to address any weaknesses in skill set.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the career and job opportunities in the sports industry</b>		
<b>A.P1</b> Explain the different career pathways, the associated job opportunities and their requirements in the sports industry.  <b>A.P2</b> Explain the development pathway into a selected career in the sports industry.	<b>A.M1</b> Analyse the professional development requirements and opportunities for specialism or promotion in different career pathways and the associated job opportunities in the sports industry .	
<b>Learning aim B: Explore own skills using a skills audit to inform a career development action plan</b>		<b>AB.D1</b> Justify how own skills audit outcomes and development action plan aligns to chosen career pathway, based on a comprehensive knowledge and understanding of the career.
<b>B.P3</b> Explain how selected sports industry career matches own personal skills audit outcomes.  <b>B.P4</b> Develop a career development action plan, to meet the requirements of intended sports career using skills audit outcomes.	<b>B.M2</b> Analyse own personal skills audit outcomes against a selected career in the sports industry.  <b>B.M3</b> Develop a career development action plan that has specific relevance to the requirements of intended sports career and skills audit outcomes.	
<b>Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</b>		<b>CD.D2</b> Demonstrate individual responsibility and effective self-management during the recruitment activity.  <b>CD.D3</b> Evaluate how well the documents prepared, and own performance in the interview activities, supported the process for accessing the selected career pathway.
<b>C.P5</b> Prepare appropriate documentation for use in selection and recruitment activities.  <b>C.P6</b> Participate in the selection interviews and activities as an interviewee.	<b>C.M4</b> In interviews and activities, demonstrate analytical responses and questioning and activities to allow assessment of skills and knowledge.	
<b>Learning aim D: Reflect on the recruitment and selection process and your individual performance</b>		
<b>D.P7</b> Review own performance in role in the interviewing activities, supported by an updated SWOT analysis.	<b>D.M5</b> Analyse the results of the process and how your skills development will contribute to your future success.	



## Essential information for assignments

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

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

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

Learning aims: C and D (C.P5, C.P6, D.P7, C.M4, D.M5, CD.D2, CD.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to a range of current sports industry career pathway information from websites and printed resources. Learners may require specific equipment to assist them when taking part in interview assessment activities, for example, testing equipment if conducting fitness tests, or cones and balls if performing a micro-coaching session.

### Essential information for assessment decisions

#### Learning aims A and B

Learners must carry out independent research into two contrasting sport industry pathways to show their understanding of relevant employment opportunities, progression and required knowledge, skills and qualities. Learners must then select one pathway that is appropriate to them, based on the outcomes of a personal skills audit and goals identified during the development of their CDAP.

**For distinction standard,** learners will carefully consider, and give reasons to support, arguments as to how their own skills and CDAP aligns to the selected career, following an investigation into the scope, opportunities and requirements for employment in two contrasting sports industry career pathways. Learners' investigations of contrasting career pathways will cover aspects such as the specific skills, qualities, qualification and training routes that are required, as well as broader aspects such as the associated industry standards and regulatory bodies. Learners must articulate their arguments coherently with reference to sources of information.

Following the investigation comparing the two career pathways, learners will select one career pathway that most closely aligns to their own interests, knowledge, skills, qualities and qualifications, as identified through their personal skills audit outcomes and CDAP. They will compare their own skills audit with the gaps they need to pursue through professional development. They will then evaluate their personal knowledge of and skills levels in these specific areas, making justified suggestions of development aims and specific actions to achieve these aims. Recommendations will be supported by reference to sources of information from regulatory and training organisations.

**For merit standard,** learners will analyse different careers and the related professional development requirements in their chosen sport industry, considering industry standards and regulatory bodies. They will draw reasoned conclusions based on their analysis of the scope of the career and associated job roles. Learners will draw on the knowledge gained through the unit to select a specific career to carry out further targeted research to explain specific skills, qualities, qualifications and training routes. They will then analyse their personal levels in these specific areas with reference to the outcomes from their own personal skills audit. Learners will make justified suggestions of personal development aims as part of the creation of a CDAP that is specifically relevant to the selected career pathway.

Learners must articulate their arguments coherently with reference to sources of information and relevant data.

**For pass standard,** learners must explain the different careers in the sports industry, including industry standards and regulatory bodies. Learners must be able to show they understand the employment roles that relate to two contrasting pathways. They must give examples of appropriate career opportunities and details of opportunities in a local and national context. Learners are encouraged to use considered examples to support their explanations. Learners will relate their explanation to a specific career and the specific skills, qualities, qualification and training routes required for that career. They will be able to match their own skills outcomes that have been identified through a personal skills audit to a selected career pathway and then explain their personal knowledge and skills levels in these specific areas.

Learners will develop a CDAP based on their research of a selected career pathway and the outcomes of their own personal skills audit. The plan will identify the knowledge, skills and qualities required by the job roles and progression in the selected career. They will clearly state the aim, goals, methods, means, timelines, milestone markers and measures for achieving these. Learners will consider the knowledge and skills they are learning across the qualification when formulating the plan.

Learners must articulate their arguments coherently with reference to sources of information.

### Learning aims C and D

Learners will form part of an interview and assessment activity panel and will take turns at both roles – interviewer and interviewee. This will enable learners to display personal interview response skills and reflection/peer review of the skills of others. Learners will be assessed through a short (15–20 minute) supporting practical assessment activity, for example, a micro-teach, micro-instruct, or test administration. This will enable learners to apply and refine generic and technical sports-related knowledge and skills learned from across the qualification. Witness statements will need to be completed by the teacher, recording participation and including feedback that learners can use to help update the SWOT developed as part of the skills audit task. Learners will demonstrate effective communication skills. They will design interview questions that clearly relate to their selected career pathway job role and which allow skills and competencies to be assessed. Documents should be included in their portfolios.

**For distinction standard,** learners will make an individual, detailed evaluation of the application documents used. The report will reach a reasoned conclusion on whether or not the interview documents were effective and if they fully supported the interview and assessment activity. It will also include a balanced evaluation, highlighting how well the processes were related to professional best practice.

Learners will draw on a range of feedback (from own reflection, and peer review) to provide a detailed evaluation of their own performance in all aspects of the interview assessment activities. They will consider the appropriateness, significance and advantages/disadvantages of the selection of activities they performed, and to the responses they gave to questioning from peers. Learners will then consider the strengths or weaknesses of their performance, supported by well-considered examples based on their research of the knowledge, skills and qualities required for a job in their selected career pathway.

Learners will offer a detailed conclusion as to how their preparation for, and performance in, interview assessment activities will support career progression.

**For merit standard,** learners will offer an individual analysis of the effectiveness of their responses to interview questions and assessment activities in assessing skills and knowledge. Learners will consider the knowledge and skills that they have, that they are able to develop through their qualification, and that they require for their selected career pathway. A report will include clear analysis of the interview and assessment activity. Learners will show clear links between skills development and enhancement of their career prospects.

**For pass standard,** learners will create the relevant recruitment selection documents for a specific job role from a selected career pathway. In order to contribute to the development of employability skills, the role selected will be realistic to learners' current skills. These documents could be shared among learners so that they can then apply for a position created by someone else, and then be interviewed for the role. Documents will be fit for purpose, professional and written in appropriate business language. Job application forms must be completed in full.

Learners will select and perform an appropriate practical assessment activity to support their application and interview for a role in their selected career pathway. This could, for example, be a short (15–20 minute) micro-coaching session or a micro-instruction session. In selecting and performing the activity, learners will consider the knowledge and skills they have learned in the appropriate units and apply these to their performance, for example, learning from specific coaching units that can be used to support a micro-coaching session, or learning from specific instructing units that can be used to support an exercise and fitness micro-instructing session.

Evidence will include a detailed updated SWOT analysis of the individual performance in the interview and assessment activity task. Details of any other personal experiences of employment interviews may be referred to here and used to support the career development action plan.

### **Links to other units**

This unit links to:

- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 4: Sports Leadership
- Unit 5: Application of Fitness Testing
- Unit 8: Coaching for Performance
- Unit 10: Sports Event Organisation
- Unit 12: Self-employment in the Sports Industry
- Unit 13: Instructing Gym-based Exercise
- Unit 14: Exercise and Circuit-based Physical Activity
- Unit 15: Instructing Exercise to Music
- Unit 16: Instructing Water-based Exercise
- Unit 18: Work Experience in Active Leisure
- Unit 19: Development and Provision of Sport and Physical Activity.

### **Employer involvement**

Centres may involve employers in the delivery of this unit if there are local opportunities.

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

- guest speakers and interview opportunities
- work experience
- own business material as exemplars
- opportunities to visit suitable businesses.

## Unit 4: Sports Leadership

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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### Unit in brief

Learners study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles.

### Unit introduction

Sports leadership takes many forms and with the sports industry growing each year, more members of society are opting to participate in sport in some way. With participation levels rising, the supervision and coaching of sport is no longer the sole responsibility of qualified professionals, such as physical education teachers and qualified coaches, but also volunteers have leadership roles. More and more individuals take up the challenge of a coaching or leadership role each year, with many volunteering in the sector.

This unit aims to develop your confidence in a variety of different roles when leading sport. These roles range from coach, to official, to captain or personal trainer. You will be guided through the requirements of effective leadership and this will develop your knowledge and understanding of the leader's role, the key skills, qualities and characteristics. You will be required to take on the role of a leader and demonstrate the necessary range of skills for the selected leadership role independently and as part of a team, when planning and running an event.

You will develop knowledge and understanding of sports leadership, which will guide you towards gaining a good level of confidence that would assist you in pursuing a career in a leadership role or support your progression to higher education.

### Learning aims

In this unit you will:

- A** Understand the roles, qualities and characteristics of an effective sports leader
- B** Examine the importance of psychological factors and their link with effective leadership
- C** Explore an effective leadership style when leading a team during sport and exercise activities.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the roles, qualities and characteristics of an effective sports leader	<b>A1</b> Different leadership roles <b>A2</b> Skills, qualities, characteristics and application <b>A3</b> Importance and effective use of skills, qualities and characteristics when leading	<p>A written document focusing on different leadership roles which identifies, explains and justifies the qualities and characteristics required for each role when leading.</p> <p>A report focusing on the psychological factors that can affect leadership and the impact these can have on effective leadership.</p>
<b>B</b> Examine the importance of psychological factors and their link with effective leadership	<b>B1</b> Psychological factors that could impact on leadership <b>B2</b> Leadership and psychological factors	
<b>C</b> Explore an effective leadership style when leading a team during sport and exercise activities	<b>C1</b> Expectations of leadership <b>C2</b> Practical skills required for different leadership styles <b>C3</b> Leading a sport and exercise activity <b>C4</b> Effectiveness and impact of leadership on a sport and exercise activity	<p>Evidence that demonstrates own performance in the practical application of leadership style in a range of sporting roles.</p> <p>This should be recorded with AV equipment and accompanied by witness statements.</p>

## Content

### Learning aim A: Understand the roles, qualities and characteristics of an effective sports leader

Learners are required to show their knowledge and understanding in a range of roles, evaluating key skills, qualities and characteristics.

#### A1 Different leadership roles

- Roles required in sport and exercise activities or environments:
  - activity leader, coach, teacher, instructor, trainer, manager, official, table official, team manager, score keeper, first aider, health and safety officer, risk assessor.
- Job descriptors of each role:
  - for example, for an activity leader – during activities, ensure rules and regulations are correctly implemented and adhered to so that games and competitions are fair.

#### A2 Skills, qualities, characteristics and application

- Key skills of leaders in sport:
  - rapport building, confidence, vocal, good communication, authoritative, provide good feedback, motivator, goal setter, collaborator, uses strategies and tactics well, engaging, fearless, forgiving, patient, organised, good listener, good demonstrator.
- Key qualities of leaders in sport:
  - knowledge of sports skills, knowledge of rules and laws, understanding the mental needs of participants, understanding the physical needs of participants, good communication, high confidence, positive, empathy.
- Key characteristics of leaders in sport:
  - committed, patient, driven, goal orientated, empowering, objective, persistent, forgiving, attentive, approachable, consistent, firm, fair.
- Application of skills, qualities and characteristics in different roles:
  - captain – can read the game well, confident, inspires, knowledge of the rules, lead by example, motivates, passionate, praises others, skilful, team mates, uses strategies and tactics well, vocal
  - coach – analysis, delivery, demonstration, feedback, organisation, observation, questioning, rapport building, safety
  - official – authoritative, common sense, communication, consistent, courageous, judgement, knowledge of rules, timekeeper
  - teacher – accountable, adaptable, caring, creative, dedicated, determined, engaging, fearless, forgiving, generous, inspirational, joyful, organised, passionate, patient, resilient, resourceful
  - personal trainer/instructor – adapting, commitment, communication, energy, friendly, knowledge, listening skills, motivator, organisation, outgoing.
- Effective use of the skills, qualities and characteristics of a leader.
- Leads by example, is ethical, has integrity and potential, has a good sense of humour, is confident, is committed, inspires others, is not afraid to make decisions.

#### A3 Importance and effective use of skills, qualities and characteristics when leading

Importance of different leadership roles in sport, for example:

- to help athletes develop their full potential
- responsible for creating the right conditions for improvements to take place
- to educate participants and develop their knowledge and understanding of sport
- to maintain order and ensure all rules and regulations are implemented effectively
- to enthuse and motivate individuals and teams, ensuring that the team is heard
- to help an individual or group of people to achieve their fitness goals.

## **Learning aim B: Examine the importance of psychological factors and their link with effective leadership**

### **B1 Psychological factors that could impact on leadership**

- External psychological factors could include:
  - group/team cohesion
  - social loafing
  - the Ringelmann effect
  - personalities
  - confidence
  - motivation
  - anxiety and arousal.
- Internal psychological factors could include:
  - attribution theory; self-confidence
  - self-esteem
  - past experiences
  - the self-serving bias
  - behaviour: accidental versus intentional behavior.
- Importance of psychological factors:
  - safety
  - environment
  - goal/outcome
  - participant interaction.

### **B2 Leadership and psychological factors**

Learners are required to show clear knowledge and understanding of what effective leadership looks like and what forms this can take.

- Leadership theories/forms:
  - situational leadership
  - transformational leadership
  - transactional leadership.
- Leadership can include:
  - strong relationship building
  - clear vision
  - positive and assertive personal image
  - positive attitude to and learning from failure
  - planning, organising and setting clear objectives
  - decision making and finding solutions
  - perseverance.

## **Learning aim C: Explore an effective leadership style when leading a team during sport and exercise activities**

### **C1 Expectations of leadership**

- Effective leadership roles could encompass:
  - the confidence to lead an individual or group/team to improve and succeed in achieving a common goal
  - the ability to control and educate an individual or a team to reach a goal
  - the knowledge to develop the skills, techniques and tactical understanding of an individual or team effectively
  - the ability to share an individual's or team's goals and motivate them to achieve their full potential
  - the ability to create an inspiring event and lead by example
  - the ability to empower, inspire and energise people.



- Expectations of effective leadership in a team:
  - communicate effectively
  - work as a team
  - help each other
  - confident
  - fair to all participants
  - fair to other team members
  - optimistic
  - trustworthy
  - employ rules and regulations successfully
  - keep scores accurate
  - show good knowledge
  - patient
  - show passion for the activity.

## **C2 Practical skills required for different leadership styles**

- Practical skills:
  - transactional – focuses on supervision, organisation and group performance
  - transformational – identifies where change is needed and creates vision through inspiration
  - situational – there is no best style of leadership, effective leadership is task relevant and can change.
- Types of effective leadership styles, including:
  - autocratic – sole decision maker, focuses on completing goals, ignores opinions of others, dictates tasks
  - democratic – shares responsibilities, collaborates when making decisions, is a concerned coach
  - laissez-faire – hands-off approach, turns control over to players, players make the decisions, leads to the lowest productivity and improvement
  - transformational – inspires others to go further than what they are capable of
  - paternalistic – the leader adopts a position of absolute authority, cares for and understands the players, acts with self-discipline, kindness and moral integrity when controlling the players.

## **C3 Leading a sport and exercise activity**

- Identification of aims and objectives.
- Identification of SMARTER (specific, measurable, achievable, realistic, time-related, exciting OR evaluated, recorded OR reviewed) targets.
- Identification of designated leadership role.
- Ideal effective leadership.
- Ideal leadership style.

## **C4 Effectiveness and impact of leadership on a sport and exercise activity**

- Against aims and objectives in plan.
- Against SMARTER targets.
- Strengths and areas for improvement.
- Effective leadership.
- Against other style leadership.
- Suggestions for future improvement with a clear action plan.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the roles, qualities and characteristics of an effective sports leader</b>		
<p><b>A.P1</b> Discuss the skills, qualities and characteristics of three different leadership roles in different sport and exercise activities or environments.</p> <p><b>A.P2</b> Explain the importance of skills, qualities and characteristics in the leadership role in different sport and exercise activities or environments.</p>	<p><b>A.M1</b> Analyse the importance of skills, qualities and characteristics in the leadership role in different sport and exercise activities or environments.</p>	<p><b>A.D1</b> Evaluate the impact of skills, qualities, characteristics on sports leadership in different sport and exercise activities or environments.</p> <p><b>B.D2</b> Evaluate the impact of key psychological factors on sports leadership in different sport and exercise activities or environments.</p>
<b>Learning aim B: Examine the importance of psychological factors and their link with effective leadership</b>		
<p><b>B.P3</b> Discuss how key psychological factors may affect sports leadership within different sport and exercise activities or environments.</p>	<p><b>B.M2</b> Analyse key psychological factors that may affect sports leadership within different sport and exercise activities or environments.</p>	
<b>Learning aim C: Explore an effective leadership style when leading a team during sport and exercise activities</b>		
<p><b>C.P4</b> Demonstrate a chosen leadership style, using appropriate skills when leading a team during a sport and exercise activity.</p> <p><b>C.P5</b> Review the impact of own leadership style on the performance of the team during the sport and exercise activity.</p>	<p><b>C.M3</b> Demonstrate a chosen leadership style, using effective skills when leading a team during a sport and exercise activity.</p> <p><b>C.M4</b> Analyse your chosen leadership style and the impact of it on team performance, considering own strengths and areas of weakness.</p>	<p><b>C.D3</b> Justify your leadership style and its impact on team performance, suggesting alternative leadership styles that could be used to improve team performance.</p>

## Essential information for assignments

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

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

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

Learning aim: C (C.P4, C.P5, C.M3, C.M4, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- coaching/leading equipment (such as whistle, watch, clipboard)
- recording equipment (such as video camera, tablet, voice recorder).

### Essential information for assessment decisions

#### Learning aims A and B

**For distinction standard,** learners will consider the impact that skills, qualities, characteristics and key psychology factors have on sports leadership in different sport and exercise activities or environments. Learners will need to think about the strengths/areas for improvement and/or significance of these things. They will need to make judgements about them and reach a conclusion. Their conclusions will need to be supported by appropriate examples from different sports.

**For merit standard,** learners will produce a detailed written document providing a clear analysis detailing the relationships between the skills, qualities and characteristics in the different roles in sport and exercise activities or environments. Learners will give a clear analysis detailing the relationship between the psychological factors and their effects on sports leadership. Learners can use different sports to provide clear examples of each role in action; these should be fully explained and analysed. Learners can include a range of skills, qualities and characteristics for each leadership role selected, ensuring they provide clear justification for the necessary implementation of each. The analysis should incorporate both positive and negative elements and link these to a variety of sporting situations.

**For pass standard,** learners will produce a written document providing evidence to support an opinion about the skills, qualities and characteristics of three different leadership roles. Learners will select different roles dependent on their learning styles and individual needs. The written document will identify the purpose of each role and explain why it is crucial. The explanation should be detailed and include clear sporting examples of when the role is used and how it is implemented effectively. Learners will produce a report considering key psychological factors and the effects that these may have on sports leadership. Learners will use a range of external and internal psychological factors to ensure they discuss a good breadth of factors. Learners can include the importance of the psychological factors, including those that could impact on participants and leaders and relate this to different sport and exercise activities or environments.

#### Learning aim C

**For distinction standard,** learners will produce a document that supports the style of leadership they have used during the sport and exercise activity. They should include details of the effect (positive or negative) that the adopted leadership style has had on their ability to work as part of a team in the activity using examples to support their statements. It is vital that the document focuses on learners as the leader and their skills, rather than the participants in the video recordings. The document must include a clear evaluation of the impact and application of the key skills that are specific for the role implemented. Learners can also suggest alternative leadership styles that could be used to help develop the performance of the leadership team and their roles. This should be supported with clear evidence and explanation.

**For merit standard**, learners will demonstrate a chosen leadership style during the running of a sport and exercise activity, which may contribute towards its effective running and success. Learners are required to submit video evidence demonstrating their leadership in the sport and exercise activity. They will use skills related to this leadership style that are effective in the led activity for the intended goals. Learners will present a methodical examination into their leadership style and the relationship between the leadership style adopted and the individual/team's performance, cause and effect impact, after the sport and exercise activity. Learners can provide analysis of their strengths and areas of weakness when actively displaying the different characteristics and qualities of the roles. Learners may find it advantageous to suggest practices that could help them to improve the key skills for the running of future sport and exercise activity.

**For pass standard**, learners will demonstrate a chosen leadership style during the running of a sport and exercise activity, which may contribute towards its effective running and success. Learners are required to submit video evidence that demonstrates their effective leadership in the sport and exercise activity, using related skills to the demonstrated leadership style. Additionally, learners are required to review their own leadership ability, detailing the different characteristics and key qualities that were displayed during their leadership, and the impact this may have had on the individual/team during the activity. It is important that this video evidence is supported by an observation record and witness statement. The observation record/witness statement can be completed by any suitable member of staff who has witnessed the completion of the assessment activities.

### Links to other units

This unit links to:

- Unit 3: Professional Development in the Sports Industry
- Unit 6: Sports Psychology
- Unit 8: Coaching for Performance
- Unit 10: Sports Event Organisation
- Unit 12: Self-employment in the Sports Industry
- Unit 18: Work Experience in Active Leisure
- Unit 19: Development and Provision of Sport and Physical Activity.

### Employer involvement

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

- work experience
- guest speakers and interview opportunities.



# Unit 5: Application of Fitness Testing

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

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

## Unit introduction

Sports performers need to be able to maintain, and often improve, their fitness levels in order to excel in their sport. It is essential that they regularly participate in fitness tests to determine their baseline measures. These fitness test results are then used to identify strengths and areas for improvement. Fitness testing results are also used to predict future performance and provide feedback on the effectiveness of a training programme. Fitness testing is also carried out for non-sports performers to help determine a person's general fitness levels, which provides an exercise instructor with baseline measures for exercise programme design.

In this unit, you will explore the principles of fitness testing and examine the factors affecting the selection and administration of tests, including validity, reliability and suitability of tests. You will explore a range of laboratory and field-based fitness tests and the administration process of each fitness test. You will consider the selection of appropriate tests for specific sports performers, and demonstrate your ability to conduct a range of fitness tests in accordance with the safety and ethical requirements of fitness testing. Finally, you will investigate the process of evaluating and comparing fitness test results to draw meaningful conclusions about a specific person's fitness.

These activities will prepare you for a variety of careers in the sport sector, such as coaching, fitness instruction and working with elite sport performers. This unit will form a good basis for aspects of higher education study in sport and sport and exercise science-related qualifications.

## Learning aims

In this unit you will:

- A** Understand the principles of fitness testing
- B** Explore fitness tests for different components of fitness
- C** Undertake evaluation and feedback of fitness test results.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the principles of fitness testing	<b>A1</b> Validity of fitness tests <b>A2</b> Reliability of fitness tests <b>A3</b> Practicality and suitability of fitness tests <b>A4</b> Ethical issues associated with fitness screening	<p>A report on the principles of fitness testing, including practicality, suitability and ethics of fitness testing.</p> <p>A presentation justifying the selection of fitness tests for a team or individual.</p>
<b>B</b> Explore fitness tests for different components of fitness	<b>B1</b> Fitness tests to assess components of physical fitness <b>B2</b> Fitness tests to assess components of skill-related fitness <b>B3</b> Planning of tests <b>B4</b> Administration of tests	<p>A report that interprets the test results, analyses the test administration and makes recommendations for improvements to test administration practice, supported by observation and video evidence of fitness testing administration and recorded results from each test.</p>
<b>C</b> Undertake evaluation and feedback of fitness test results	<b>C1</b> Produce a fitness profile for a selected sports performer <b>C2</b> Providing feedback to a selected sports performer	<p>A written fitness profile for a selected sports performer, supported by evidence of interpretation of fitness test results related to the selected sports performer.</p> <p>A report that evaluates the effectiveness of fitness testing and feedback methods, supported by observation/video/verbal recordings of feedback session to selected sports performer.</p>



## Content

### Learning aim A: Understand the principles of fitness testing

#### A1 Validity of fitness tests

- Understand what validity means and the application to fitness testing.
- Validity of fitness test for different sports performers.

#### A2 Reliability of fitness tests

- Understanding of what reliability means.
- Benchmarking data.
- Methods of ensuring reliability pre-test, e.g. calibration of the equipment, warm-up, fitness test technique practice.
- Methods of ensuring reliability during the test, e.g. skill level of the administrator, adherence to test protocol, constant conditions, appropriate rest period between tests.

#### A3 Practicality and suitability of fitness tests

- Factors affecting the practicality of fitness tests – cost, time, equipment, facility.
- Suitability – the appropriateness of the test for the sport, sports performer, fitness levels of the performer.

#### A4 Ethical issues associated with fitness screening

Learners should ensure they follow the appropriate ethical procedures with participants before and during fitness testing.

- Informed consent form, reasons for terminating a test.
- Pre-test preparation, e.g. appropriate rest, no exercise before test, appropriate hydration levels, suitable warm-up for selected tests.
- Data protection – recording results, confidentiality of data, storage of data.
- Ethical clearance for test.
- Ensuring the welfare of the subject throughout the test procedures.

### Learning aim B: Explore fitness tests for different components of fitness

Test protocol, equipment required for each test, safe and effective administration of the fitness test, correct units of measurement and suitability of each test for a range of sports performers and fitness levels.

#### B1 Fitness tests to assess components of physical fitness

- Flexibility – sit and reach, shoulder flex test, calf muscle flexibility test, trunk rotation test.
- Strength – 1RM tests, grip dynamometer, seven stage abdominal strength test.
- Aerobic endurance – multi-stage fitness test, maximal oxygen consumption test (VO<sub>2</sub> max), 12-minute Cooper test, Harvard step test, Rockport walk test.
- Speed – sprint tests over 20 metres, 30 metres, 40 metres, 50 metres, 60 metres.
- Muscular endurance – one-minute press-up, one-minute sit-up, wall sit test.
- Body composition – skinfold calipers, bioelectrical impedance analysis, body mass index (BMI), girth measurements.

#### B2 Fitness tests to assess components of skill-related fitness

- Agility – Illinois agility run test, T-test, side-step test.
- Balance – stork stand test, beam walk.
- Co-ordination – wall-toss test.
- Power – vertical jump test, standing long jump test, Margaria-Kalamen power test, seated medicine ball throw, cricket ball throw test, Wingate test.
- Reaction time – ruler drop test.

### **B3 Planning of tests**

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

### **B4 Administration of tests**

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

## **Learning aim C: Undertake evaluation and feedback of fitness test results**

### **C1 Produce a fitness profile for a selected sports performer**

Interpret results against normative data:

- comparison and making judgements against peers, sports performers, norms for elite athletes, in line with accepted health ranges
- suitability of fitness test selection.

### **C2 Providing feedback to a selected sports performer**

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

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the principles of fitness testing</b>		
<p><b>A.P1</b> Explain the importance of validity, reliability, practicality and suitability in relation to fitness testing.</p> <p><b>A.P2</b> Explain how ethical requirements should be met when planning and conducting fitness testing, giving examples.</p>	<p><b>A.M1</b> Recommend methods that can be used to ensure fitness testing is conducted in a valid, reliable, practical, suitable and ethical way.</p>	
<b>Learning aim B: Explore fitness tests for different components of fitness</b>		
<p><b>B.P3</b> Select six valid fitness tests for selected sports performers.</p> <p><b>B.P4</b> Safely administer and accurately record the results of six fitness tests for a sports performer.</p> <p><b>B.P5</b> Interpret fitness test results against normative data.</p>	<p><b>B.M2</b> Assess practicality and suitability of each selected fitness test for selected sports performers.</p> <p><b>B.M3</b> Administer six fitness tests, demonstrating skills to ensure the test results are accurate and reliable.</p> <p><b>B.M4</b> Suggest areas for improvement in the administration process of fitness tests based on test results.</p>	
<b>Learning aim C: Undertake evaluation and feedback of fitness test results</b>		
<p><b>C.P6</b> Create a fitness profile for a selected sports performer following fitness testing, providing feedback to the performer on their fitness test results and how they can impact on sporting performance.</p>	<p><b>C.M5</b> Assess the strengths and areas for improvement from fitness test results, providing feedback to a selected sports performer.</p>	
		<p><b>AB.D1</b> Analyse own administration of selected fitness tests against practicality, suitability and ethical guidelines, justifying suggestions for improvement.</p>
		<p><b>C.D2</b> Justify the fitness profile for a selected sports performer, including identified areas for improvement related to their selected sport.</p> <p><b>C.D3</b> Evaluate the effectiveness of methods used to test the components of fitness and provide feedback to sports performers.</p>

## Essential information for assignments

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

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, B.P5 A.M1, B.M2, B.M3, B.M4, AB.D1)

Learning aim: C (C.P6, C.M5, C.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- suitable fitness testing facilities and equipment, for example, a sports hall, studio gym or sports lab with appropriate testing equipment, such as sit and reach box, grip dynamometer, skinfold calipers, dumbbells, barbells, cycle ergometer, cones, mats, benches, timing gates, stopwatch
- suitable individuals and groups who can act as test subjects.

### Essential information for assessment decisions

#### Learning aims A and B

Learners must consider all principles of fitness testing throughout the pre-test, test and post-test stages. Additionally, learners must select and assess valid fitness tests for multiple sports performers, but are only required to administer testing to, and interpret results of one selected performer.

**For distinction standard,** learners will analyse their own administration of fitness testing in relation to the pre-test, during test and post-test stages of the fitness testing process. Learners will examine the practicality and suitability of each test, in relation to the sports performer that was tested, against the guidelines and test protocols and make judgments about the validity of the selected tests. Learners will consider how closely they adhered to ethical guidelines throughout the testing process. Learners will provide suggestions on how they could improve their fitness testing processes and provide justification for each suggestion.

**For merit standard,** learners will make recommendations for practical testing methods that can be used to ensure the reliability of the results of fitness tests. The methods may relate to the participant before and during the test, the equipment and/or location of the fitness testing. Learners will provide guidelines on the suitability of different fitness tests for specific types of participants in relation to individual sports and team sports, considering the relationships between validity and suitability of fitness tests for specific sports performers. They will also provide recommendations on how fitness testing can be carried out in a way that follows ethical guidelines. Learners will consider the practicality and suitability of the test in relation to the sports performer and the equipment and facilities available. They will draw conclusions as to why each fitness test has been selected for their sports performer.

Learners will calibrate equipment before use for each fitness test. Where appropriate, they will conduct pre-test screening in relation to: the fitness of the subjects' hydration levels before exercise participation, rest and general wellbeing before the test and checking of test conditions and participant clothing/footwear before testing to ensure reliable data is collected. Learners will administer the tests ensuring protocols are strictly adhered to and that data is collected at the appropriate level of precision to ensure accuracy.

Learners will interpret the fitness test results against normative data, make judgments on the accuracy and provide recommendations on the components of fitness a selected sports performer needs to improve on in relation to their selected sport.

**For pass standard,** learners will consider the importance of validity, reliability and practicality in relation to fitness testing. For reliability, learners will need to know what pre-test and during test requirements need to be in place in order for reliable results to be obtained. They will need to know which tests are valid for different components of fitness and how practical each test is in relation to the costs of equipment, ease of administration and time to carry out each test. Suitability of each test will also need to be explained in relation to the fitness test selected and the sports performer being tested.

Learners will understand the ethical considerations for participants before taking part in the fitness testing, during the fitness testing and afterwards in relation to the data collected. They will give examples of ethical practice at each stage and the potential implications of not following ethical guidelines.

Learners will select six fitness tests that test for specific components of fitness for different sports performers that are valid for their specific sport.

Learners will ensure the safe administration of fitness tests by completing a risk assessment for the fitness tests that they are to carry out. They will ensure the participant has completed an informed consent form before participation in each fitness test. They will follow the protocol for each test in the set-up and administration of the test. During each test, the welfare of the participant will be monitored by learners to ensure that they are able to continue with the testing protocol.

Once testing has been concluded, learners will compare the fitness test results obtained to normative data and describe their interpretation of the test results.

### Learning aim C

Learners must create and assess a fitness profile for a specific, selected sports performer. This may be the same performer as tested in learning aim B.

**For distinction standard,** learners will give focused reasoning in relation to the interpretation of the fitness test results and the level of the sports performer that they have tested. Learners will justify, using considered arguments, the specific components of fitness that require improvement and the impact these will have on a specific person in relation to their sports performance. Learners will support their justification with empirical evidence obtained from the fitness tests, normative data, and comparison with similar sports performers.

Learners will evaluate the effectiveness of the range of methods used to test different components of fitness and provide feedback to sports performers. They will consider the impact of the fitness testing principles on each method, for example they could say, 'A specific test of aerobic endurance or speed is effective because it addresses the requirements of the test administrator and principles of fitness testing by accurately measuring the required component in a valid and reliable way.' Conclusions are considered and supported by the reference to selected examples of successful testing and feedback methods.

**For merit standard,** learners will assess how fitness test results for different components of fitness will impact positively and negatively on performance for a selected sports performer, and what the performer would need to do in order to improve their performance in a specific sport in relation to specific components of fitness. Learners will consider factors relating directly to the sports performer, but also to the administered tests to arrive at conclusions on performer strengths and areas for improvement.

**For pass standard,** learners will use the results from the fitness tests to compile a fitness profile for a selected sports performer. The profile will indicate the components of fitness that the performer is doing well in and also the components that need to be improved in relation to the selected sports performer's specific sport. Learners will provide verbal feedback to the sports performer as well as a written report.

## Links to other units

This unit links to:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry
- Unit 8: Coaching for Performance
- Unit 13: Instructing Gym-based Exercise
- Unit 14: Exercise and Circuit-based Physical Activity
- Unit 15: Instructing Exercise to Music
- Unit 16: Instructing Water-based Exercise
- Unit 17: Sports Injury Management
- Unit 18: Work Experience in Active Leisure
- Unit 19: Development and Provision of Sport and Physical Activity.

## Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.





# Unit 12: Self-employment in the Sports Industry

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners study the different stages of being self-employed, including getting funding, researching a market and developing a plan using practical vocational activities.

## Unit introduction

Self-employment is a term used to describe professionals who work for themselves and do not hold permanent contracts with an employer. The sports and active leisure industry mainly contracts self-employed people from small businesses, either people who own their own business or contractors who provide a skill or area of expertise on a short-term contractual basis. Starting a business, for example as a self-employed personal trainer, sports coach or sports rehabilitator can lead to a career in the sports industry you have enjoyed participating in.

In this unit, you will gain insight and understanding into the necessary steps and considerations required to become self-employed in the sports industry. You will become familiar with self-employed terminology and processes and look at the types of roles and opportunities in this developing sector. This unit will help you to prepare a business plan, enabling you to understand what is required to start up a new business. You will look at the local and national sports sector and identify areas for change and development, considering trends in the market and evaluating growing businesses. This unit will provide a useful opportunity for you to consider whether you wish to pursue starting up your own business in the sports sector.

An understanding of working for yourself in the sports industry will support self-employment and help with selecting which area of sport to pursue as a potential career, or it can assist your progression to higher education by helping to develop planning, researching, decision-making and communication skills.

## Learning aims

In this unit you will:

- A** Investigate self-employment in the sports industry and the legalities of becoming self-employed to safeguard the business and individual
- B** Research your market to generate business ideas
- C** Develop a business plan to gain investment and/or contracts.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Investigate self-employment in the sports industry and the legalities of becoming self-employed to safeguard the business and individual	<b>A1</b> Type of employment <b>A2</b> Review an individual's personal skills <b>A3</b> Legal, insurance and registration to professional body requirements <b>A4</b> The importance of contracts <b>A5</b> Financing of the business	A written report that investigates legal requirements, financing of the business and start-up considerations on different self-employed role.
<b>B</b> Research your market to generate business ideas	<b>B1</b> Market research <b>B2</b> Generating business ideas <b>B3</b> Investigating strategies for growth	Range of research evidence. Primary and secondary research.
<b>C</b> Develop a business plan to gain investment and/or contracts	<b>C1</b> Nature of business <b>C2</b> Business structure <b>C3</b> Business models <b>C4</b> Writing business plans	A written report. Business plan.

## Content

### Learning aim A: Investigate self-employment in the sports industry and the legalities of becoming self-employed to safeguard the business and individual

#### A1 Type of employment

- Part-time, full-time, seasonal roles, consultant, flexi-hours, volunteer, franchises, business owner (large and small businesses), training and development prospects.
- The employment function, the chosen work, e.g. coaching, fitness instructing, tuition, marketing, sales, consultancy, promotions, sports therapy.
- Benefits in different employed roles.

#### A2 Review an individual's personal skills

- Identifying an individual's personal characteristics, attitudes and behaviours, ability to listen to others, ability to participate in discussions with respect and understanding, level of motivation, leadership abilities and personal integrity.
- Employability skills, including planning, organisation, time management, self-awareness, communication and literacy.
- Roles, responsibilities and characteristics relevant to targeted roles in the sports industry.
- Sector requirements and specialist training.

#### A3 Legal, insurance and registration to professional body requirements

- Why insurance and registration to professional bodies is required.
  - Insurance for self-employment, small business insurance, personal indemnity insurance. Sector and role specific insurance, e.g. fitness instructor's liability insurance.
  - Professional bodies in the sports industry, e.g. Chartered Institute for the Management of Sport and Physical Activity (CIMSPA), The British Association of Sport and Exercise Science (BASES), Association for Physical Education (AfPE), ukactive.
  - Governing bodies and national governing bodies, e.g. FA coaching qualifications required to be an FA coach.
  - Checks required to ensure suitability to work with children, Police Disclosure and Barring Service (DBS) checks (if the employment is associated with working with children).
  - Membership of and/or qualified by professional bodies and relevant governing bodies.
- Key laws that self-employed individuals in the sport sector should be aware of covering:
  - children
  - when working with children
  - health and safety (first aid)
  - for the safety of clients
  - disability discrimination, e.g. when working with those with a disability
  - sex discrimination and equality.

#### A4 The importance of contracts

- Definition of a contract: an agreement that sets out the employment conditions, rights of the employee and employer, responsibilities and duties of the employee.
- What to include in a contract of employment: the terms of the contract include the conditions, rights, responsibilities and duties. Contract terms can be written or verbally agreed.
- Understanding the importance of contracts: legally binding, protection for you and the employer/contractor.

**A5 Financing of the business**

- Funding opportunities:
  - small business loans, Princes Trust, investors, start-up grants, crowd funding.
- Salary, fees and tax:
  - setting your own fee and calculating a salary (your own income)
  - HMRC, tax returns and national insurance, processes to ensure accuracy, e.g. book keeping and accountancy.
- Finding premises:
  - assessing your business needs and requirements
  - rental, working at an established centre, buying property.
- Supply chains
  - sourcing goods and services locally, nationally or online, suppliers, distributors, availability, costs, delays, targets, communication.

**Learning aim B: Research your market to generate business ideas****B1 Market research**

- Local and national markets.
- Trends in sport.
- Consumer research — research methods to include primary (questionnaires, interviews, observation) and secondary (published sources).

**B2 Generating business ideas**

- Identifying gaps and opportunities in the market.
- Identifying opportunities in the sports market, competitors, barriers to entry, strategies to overcome barriers, pricing strategies, services and innovations.

**B3 Investigating strategies for growth**

- Market research, primary research (questionnaires, interviews, observation), secondary research (published sources) – identification of where the research suggests the business fits into the sports industry and the opportunities for it to expand.
- Business development ideas – to include research for growth in the industry.

**Learning aim C: Develop a business plan to gain investment and/or contracts****C1 Nature of business**

- Sales – of a service or an associated product.
- Seasonal (dependent on the time of year, e.g. skiing instructor).
- Adding value to services, e.g. additional days offered, offering nutritional advice, going to the client's location, refurbishing bicycles.

**C2 Business structure**

Considering self-employment demands and whether employees are required:

- size
- number of employees
- type of employees — volunteers, seasonal, part- and full-time)
- type of activity
- turnover
- location.

**C3 Business models**

- Strategic and organisational, their suitability for taking advantage of new businesses and their advantages and disadvantages.
- Identifying strengths and weaknesses of potential business models.

#### **C4 Writing business plans**

- To take advantage of business opportunities.
- Target customer groups.
- Identify potential customer demand.
- Potential cost and profit levels.
- Different types of business plans and business plan formats.
- Registering your business with HMRC – establishing business with Companies House.
- Employment law.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate self-employment in the sports industry and the legalities of becoming self-employed to safeguard the business and individual</b>		<b>A.D1</b> Evaluate the impact of legal requirements, financing of the business and start-up considerations on different self-employed roles available to individuals in the sports industry.
<b>A.P1</b> Explain the types of self-employment appropriate to an individual in the sports industry.	<b>A.M1</b> Assess the different self-employed roles available to individuals in the sports industry.	
<b>A.P2</b> Explain the legal influences on a self-employed individual in the sports industry. <b>A.P3</b> Explain how financing of the business and start-up considerations affect self-employed individuals in the sports industry.	<b>A.M2</b> Assess the importance of legal requirements, financing of the business and start-up considerations on self-employed individuals in the sports industry.	
<b>Learning aim B: Research your market to generate business ideas</b>		<b>B.D2</b> Evaluate the quality of the research and the results of market research, drawing valid conclusions about business opportunities in the sports industry.
<b>B.P4</b> Research to generate ideas for starting a business.	<b>B.M3</b> Assess the results of the market research related to starting a realistic business in the sports industry.	
<b>Learning aim C: Develop a business plan to gain investment and/or contracts</b>		<b>C.D3</b> Evaluate the content of a professional and strategic business plan for a service in the sports industry, recommending improvements to the plan.
<b>C.P5</b> Produce a basic business plan, using an appropriate template for a service in the sports industry.	<b>C.M4</b> Produce a detailed business plan for a service in the sports industry.	
<b>C.P6</b> Review the content of own business plan for a service in the sports industry.	<b>C.M5</b> Assess the content of own business plan for a service in the sports industry.	

## Essential information for assignments

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

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.M2, A.D1)

Learning aims: B and C (B.P4, C.P5, C.P6, B.M3, C.M4, C.M5, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

There are no specific additional requirements for this unit.

### Essential information for assessment decisions

#### Learning aim A

Learners' evidence will show understanding through application to distinct examples.

The evidence will demonstrate effective evaluations of the types of employment available for self-employed individuals in the sports industry and assessments of how different factors impact on the availability of different employment opportunities.

**For distinction standard,** learners will make connections between the availability of sport employment opportunities and the impact of legal requirements, salaries, suppliers and premises for the roles. Detailed evaluations will be made in relation to the chosen individual's skills and the roles selected for them in the sports industry, covering personal characteristics and employability skills. Learners will consider the type of roles available in the sports industry and their specific requirements and legal implications. Learners will articulate their arguments coherently.

**For merit standard,** learners will assess the different roles available to individuals in the sports industry with reference to their own personal skills. These skills will be related to specific job role requirements and the role played by legal requirements, funding, salaries, suppliers and premise choices to influence job roles selected. Learners will make assessments of the suitability of self-employment roles in the sports industry in relation to the different jobs available. Learners will use appropriate professional terminology and provide examples to illustrate their points made.

**For pass standard,** learners will explain the types of self-employment appropriate to an individual in the sports industry. They will consider the steps needed to become self-employed and the personal skills that they possess, relating these to possible roles in the sports industry. Learners will give due consideration to the different laws and legislation, contracts and professional bodies relating to self-employment in the sports industry by covering three legal influences on a self-employed individual in the sports industry. Learners will explain the importance of funding, salaries, suppliers and premises on a selected job in self-employment in the sports industry. Learners will describe how personal skills and attributes can affect the type of jobs and roles available to an individual in the sports industry, for example the importance of time-keeping when working flexi-hours. Learners will also explain how insurance, specialist training and sector requirements can prevent certain types of work being realistic due to time and or money.

#### Learning aims B and C

Learners' evidence will include market research (questionnaires, notes, interview questions etc.) Learners will use market research to enable them to develop a business plan. Learners will need to use primary and secondary research methods to identify gaps and opportunities in the market locally and in the national market.

**For distinction standard,** learners will analyse the results of their market research and draw valid conclusions for potential business opportunities in the sports industry. The business plan will communicate professionally and strategically the business ideas for a service in the sports industry. Business ideas generated will be realistic and applied directly to opportunities identified in the market research. Learners will show evidence of quality research that has been specifically targeted to their local area but also considers national trends. Learners will articulate their arguments coherently.



**For merit standard,** learners will assess market research related to starting a business in the sports industry. They will use primary and secondary research methods. The business plan will be detailed, and appropriate content will be selected to communicate the business idea for a service. Learners will consider the results of their market research and make assessments and decisions based on gaps in the market and potential opportunities. Learners will use appropriate professional terminology and provide examples to illustrate the points made.

**For pass standard,** learners will plan and carry out research related to starting a business and generating ideas. Learners will create a detailed business plan which communicates the business ideas for a service using the most suitable format for the business plan template. Learners will produce a professional and strategic business plan that demonstrates a consideration of the nature of the business, its structure (size, number of employees, turnover), and how their business can make advantage of opportunities in the market. The market research should be collected from primary and secondary sources. Learners may include pie charts, graphs and diagrams to best show their research results. Learners will clearly draw conclusions from their market research and be able to identify areas of growth in the market as well as potential business opportunities.

### Links to other units

This unit links to:

- Unit 3: Professional Development in the Sports Industry
- Unit 4: Sports Leadership
- Unit 8: Coaching for Performance
- Unit 10: Sports Event Organisation
- Unit 11: Research Project in Sport
- Unit 13: Instructing Gym-based Exercise
- Unit 14: Exercise and Circuit-based Physical Activity
- Unit 15: Instructing Exercise to Music
- Unit 16: Instructing Water-based Exercise
- Unit 17: Sports Injury Management
- Unit 18: Work Experience in Active Leisure
- Unit 19: Development and Provision of Sport and Physical Activity.

### Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities.

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

- guest speakers and interview opportunities
- work experience
- own business material as exemplars
- opportunities to visit suitable businesses.



# Unit 13: Instructing Gym-based Exercise

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners explore the theoretical and practical requirements for planning and instructing a gym-based exercise session.

## Unit introduction

There has been a consistent growth in the number of gyms opening up around the country. This is due to the fact that more and more people are spending time and money using the latest gym equipment in their regular workout routines. These gyms need instructors to induct people to the safe use of equipment as well as continuing to monitor and support experienced gym users.

In this unit, you will gain an understanding of the health screening methods used to ensure the safe participation of clients exercising in a gym. You will explore the different type of exercises that can be performed in a gym, including cardiovascular and resistance equipment and how each of these exercises can be performed safely and with the correct technique. This unit will investigate how to plan a gym-based exercise session, taking into account clients' needs and how these sessions can be adapted to meet different needs. You will then explore how to instruct a safe and effective gym-based exercise session. Experienced gym instructors will always review their sessions and obtain feedback from others. This unit will explore different methods for collecting feedback on performance, enabling you to identify your strengths and areas for improvement. The knowledge and skills this unit gives you are an exciting combination of theory and applied aspects to help learners gain an improved understanding and practical experience of instructing a gym-based exercise session.

There are new staffing requirements for the teacher, Assessor and Internal Verifier for this unit. Please refer to page 169 for further information.

## Learning aims

In this unit you will:

- A** Explore the processes of client assessment prior to gym-based exercise participation
- B** Examine different types of exercise for a gym-based exercise
- C** Undertake planning and instructing gym-based exercise for individual clients.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore the processes of client assessment prior to gym-based exercise participation	<b>A1</b> Client screening <b>A2</b> Factors affecting safe exercise participation	A written report focussing on screening activity results, factors affecting safe exercise participation and recommendations based on the results and factors, supported by evidence of completed lifestyle screening activities.
<b>B</b> Examine different types of exercise for a gym-based exercise	<b>B1</b> Types of gym-based exercise equipment <b>B2</b> Types of exercises <b>B3</b> Performing exercises safely	A written report comparing different methods of training that are recommended for clients with different needs.
<b>C</b> Undertake planning and instructing of gym-based exercise for individual clients	<b>C1</b> Aims and objectives of the gym-based exercise programme <b>C2</b> Gym-based exercise session planning <b>C3</b> Components of a gym-based exercise session <b>C4</b> Pre gym-based exercise preparation <b>C5</b> Preparing clients for gym-based exercise <b>C6</b> Instructing gym-based exercise <b>C7</b> Reviewing own performance in providing gym-based exercise	An evaluative report into the planning and delivery of the gym-based session, supported by a gym-based exercise session plan and observation records/video evidence of gym-based exercise session delivery. An evaluative report into the impacts of client assessment and choice of exercise on the planning and instructing of gym-based exercise.

## Content

### Learning aim A: Explore the processes of client assessment prior to gym-based exercise participation

#### A1 Client screening

Selection of appropriate screening methods for different types of clients.

- Questionnaires (PAR-Q), lifestyle questionnaires).
- Interviews.
- Observation.
- Informed consent.
- Reasons for temporary deferral of exercise for specific clients (a single or more than one 'yes' response in the PAR-Q, concerns over health from screening processes), contraindications (pregnancy, treatment for chronic health problems).
- Maintaining client confidentiality.

#### A2 Factors affecting safe exercise participation

- Exercise intensity – appropriate to health-related level, methods of measuring exercise intensity (percent of heart rate maximum, rating of perceived exertion scale (RPE), training zones for cardiovascular health and fitness).
- Factors affecting safe participation for specific groups:
  - 14–16 year olds, e.g. should not take part in heavy resistance-based exercises
  - ante-natal or post-natal woman, e.g. avoid high impact and high intensity exercises, issues with stretching, limit abdominal exercises, avoid supine exercise after 16 weeks of pregnancy, avoid isometric or overhead resistance exercise
  - older person (50+): longer more gradual warm-up period, gradually tapered cool down, avoid high impact exercises, balance related concerns, incorporate functional life-related movements
  - reasons for temporary deferral of exercise for specific clients
  - referral to other professionals – contra-indications, e.g loss of physiological and/or psychological function, signs and symptoms of a potentially serious disease, health concerns, screening results.

### Learning aim B: Examine different types of exercise for a gym-based exercise

#### B1 Types of gym-based exercise equipment

- Cardiovascular machines:
  - treadmill
  - cycle
  - rowing machine.
- Free weights:
  - dumbbells
  - barbells
  - collars and benches.
- Resistance machines.

#### B2 Types of exercises

- Cardiovascular exercises:
  - upright cycle
  - recumbent cycle
  - treadmill
  - stepper
  - rowing machine
  - elliptical trainer
  - cross trainer.

- Fixed resistance machine exercises:
  - seated chest press
  - bench press
  - pec dec
  - seated row
  - shoulder press
  - lateral pull down (in front of chest)
  - assisted pull up
  - triceps pushdown (high pulley)
  - triceps press
  - bicep curl (low pulley)
  - seated bicep curl
  - leg press
  - seated knee extension
  - lying leg curl
  - seated leg curl
  - abdominal machine
  - seated abductor
  - seated adductor
  - lower back machine.
- Body weight exercises:
  - chins
  - press-up
  - lunge
  - squat
  - abdominal curl
  - plank
  - prone back raise.
- Free weight exercise:
  - dumbbells – front raise, single arm row, bent arm pullover, shoulder press, lateral raise, flyes, prone flye, single arm triceps press, bicep curl, lunge, deadlift, squat
  - barbell – upright row, bench press, supine triceps press, bicep curl, lunge, deadlift, squat.

### **B3 Performing exercises safely**

- Warm-up and cool down.
- Safe alignment of exercise position.
- Alternative exercises to potentially harmful exercises.
- Health and environmental factors which can influence safety and group or individual working space.
- Developing client co-ordination by building exercises/movements up gradually.
- Intensity – adapting exercise/movements to increase and decrease the intensity.
- Impact – high and low impact exercises.
- Alternative exercises for specific clients, e.g. wall press-up for the older adult, low impact exercises for ante-natal clients.

## **Learning aim C: Undertake planning and instructing of gym-based exercise for individual clients**

### **C1 Aims and objectives of the gym-based exercise programme**

- Gathering information from clients and using the information to agree objectives for gym-based exercise programmes.
- Importance of agreeing goals with clients in line with: the needs and potential of participants, good practice in the industry and own levels of competence.
- Seeking advice from another professional if any objectives or hazards are identified that are beyond own level of competence.

### **C2 Gym-based exercise session planning**

- Appropriate exercises are identified.
- Appropriate sequences of exercises.
- Appropriate timings of each exercise.
- Selection of the correct equipment for the programme.
- Adapting a gym-based exercise programme to ensure appropriate progression and/or regression.

### **C3 Components of a gym-based exercise session**

- Warm-up – pulse raiser, dynamic and static stretches.
- Main component – cardiovascular endurance, muscular strength or muscular endurance.
- Cool down – flexibility, developmental stretching.
- Length of time for each component.
- Change of times for each component for clients with differing levels of fitness.

### **C4 Pre gym-based exercise preparation**

- Checking equipment.
- Ensuring area is sufficient and safe for the session.
- Appropriate temperature and ventilation.

### **C5 Preparing clients for gym-based exercise**

- Preparing clients for gym-based exercise.
- Welcome clients.
- Checking client's ability and any medical conditions.
- Inform the client on the physical and technical demands of each exercise and the purpose and value of each exercise.
- Confirm or revise plans with the client as appropriate.
- Demonstrate any specific movements.
- Advise clients of the facility's emergency procedures.

### **C6 Instructing gym-based exercise**

- Explain and correctly demonstrate each exercise.
- Communicate as appropriate to the clients' needs and the environment.
- Change position to observe client.
- Monitor the safety and intensity of each exercise.
- Provide timely clear instructions and feedback.
- Adapt exercise with suitable progressions and regressions according to clients' needs.
- Safe and effective cool down activities.
- Feed back to the client on how they have performed.
- Allow the client to feed back or reflect on the session and ask questions.
- Feedback to allow the client to continue their programme for gym-based exercise without direct supervision.
- Follow correct procedures for checking and putting away equipment used.
- Ensure the area used is in an acceptable condition for future use.

**C7 Reviewing own performance in providing gym-based exercise**

- Evaluate how well the exercises met the clients' needs.
- Relationship with the clients: how effective and motivational it was and how well the instructing style matched the clients' needs.
- Ways to improve personal practice.
- Value of reflective practice.



## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the processes of client assessment prior to gym-based exercise participation</b>		<b>A.D1</b> Evaluate the screening from two contrasting clients, justifying suggestions for progression into exercising safely.
<p><b>A.P1</b> Perform client screening for two contrasting clients.</p> <p><b>A.P2</b> Interpret the screening results from two contrasting clients.</p> <p><b>A.P3</b> Explain factors which can affect safe exercise participation for two contrasting clients.</p>	<p><b>A.M1</b> Perform effective screening using methods that are appropriate to the needs of two contrasting clients.</p> <p><b>A.M2</b> Provide recommendations for specific clients on factors affecting their safe exercise participation.</p>	
<b>Learning aim B: Examine different types of exercise for a gym-based exercise</b>		<b>BC.D2</b> Evaluate own performance in the planning and delivery of a gym-based exercise session to specific clients, justifying choices of adapted and alternative exercises, session, strengths and recommendations on self-improvement.
<b>B.P4</b> Explain different methods of cardiovascular endurance training and resistance training.	<b>B.M3</b> Compare and contrast different methods of cardiovascular and resistance training justifying the use of each for different clients.	
<b>Learning aim C: Undertake planning and instructing gym-based exercise for individual clients</b>		<b>C.D3</b> Evaluate the impacts of client assessment and choice of exercise on the planning and instructing of safe and effective gym-based exercise.
<p><b>C.P5</b> Prepare a safe and effective plan for a gym-based exercise session.</p> <p><b>C.P6</b> Deliver a safe and effective gym-based exercise session that includes the performance of safe and effective cardiovascular and resistance gym-based exercises.</p> <p><b>C.P7</b> Review own performance in the delivery of a gym-based exercise session, identifying strengths and areas for improvement.</p>	<p><b>C.M4</b> Prepare a comprehensive gym-based exercise plan that shows adaptations of each exercise for different clients.</p> <p><b>C.M5</b> Communicate effectively to clients when delivering a gym-based exercise session that offers adapted and alternative exercises for different specific clients.</p> <p><b>C.M6</b> Review own performance in the delivery of a gym-based exercise session, explaining strengths and providing recommendations on self-improvement.</p>	

## Essential information for assignments

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

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.M2, A.D1)

Learning aims: B and C (B.P4, C.P5, C.P6, C.P7, B.M3, C.M4, C.M5, C.M6, BC.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to suitable exercise facilities and equipment, for example, a gym with cardiovascular equipment, fixed resistance machines and free weights. All practical assessment, including Assessment criterion C.P6, must be conducted in a real world environment, this where possible should be in the workplace 'on the job' at work, or as close to as possible to replicate a working environment. If the learner could complete the practical aspect whilst on work experience/placement that would be ideal.

The assessment should be conducted with 'real clients/participants' and not with peers. A real client/participant is someone who is a member of the club/facility or equivalent for self-employed trainees.

The real client/participant must not:

- work at the same facility as the learner
- be related to the learner, for example a spouse, partner, parent, step parent, brother, sister
- be enrolled on the same qualification as the learner at the same time.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will interpret the results of the lifestyle screening tests for two contrasting clients and evaluate how the results can have an impact on each person's lifestyle and exercise choices. They will need to be able to provide suggestions as to what sort of exercises would be suitable for each person, with reasoning and justification from evidence discovered in the screening processes.

**For merit standard**, learners will carry out different methods of screening and select the most appropriate method for each contrasting client, in order to gain the maximum amount of information and understanding of their lifestyle and exercise aims. Learners will give suggestions to support each client in ensuring they exercise safely in line with their specific identified requirements.

**For pass standard**, learners will carry out appropriate screening activities for two contrasting clients and interpret the results in terms of any lifestyle concerns and exercise requirements of each individual. Learners are able to identify any requirements for each client to help them to exercise safely in relation to the information supplied in the screening processes.

Learners will give reasons for factors that may affect safe exercise participation and identify any requirements that the clients may have to help them exercise safely, in relation to the information supplied in the screening processes.

#### Learning aims B and C

The evidence for learning aim C could relate to a gym-based exercise session planned and delivered to one of the contrasting clients that were screened in learning aim A.

**For distinction standard**, learners will evaluate how they planned and delivered a gym-based exercise session, making judgements and forming conclusions on their own performance. Their judgements will be based on the effectiveness and appropriateness of exercise techniques and communication methods they planned and used for cardiovascular endurance and resistance training, and the ways in which they adapted each exercise to make them more or less challenging depending on the needs of the specific client. Their judgements will be supported by evidence of observation and/or feedback from the participant taking part in the session.

From this evaluation, learners will justify their areas of strength, areas where improvement is needed and recommendations for how these improvements can be made.

Learners will consider the decision-making process for instructors planning and delivering gym-based sessions when presented with the results of client assessment and the choices of possible exercises. They will evaluate the positive and negative impacts of these factors, weighing up the strengths, weaknesses and implications on each other and the session as a whole. They will then draw conclusions as to the decisions instructors make to ensure safe and effective sessions are planned and delivered using well-considered arguments supported by examples.

**For merit standard,** learners will provide a detailed plan for a gym-based exercise session that takes into account the needs of the two contrasting clients and provides adaptations to each exercise to meet the needs of the client.

Learners will demonstrate that they are able to carry out the correct techniques when performing cardiovascular endurance and resistance training. They will demonstrate ways to adapt each exercise or provide alternative exercises to meet the needs of contrasting clients.

Learners will demonstrate effective communication, both verbal and non-verbal, that meets the needs of the client and ensures the client knows exactly what to do and is motivated throughout the gym-based session. Learners will then carry out a review of their delivery of the exercise session, explaining what they did well and not so well, and the reasons for this. Learners also provide considered explanations and recommendations as to what they could do in future to improve their gym-based exercise session delivery.

**For pass standard,** learners are able to show that they understand the different types of gym-based equipment used for cardiovascular endurance and resistance training, and why a particular piece of equipment may be preferable to another.

Learners will prepare a gym-based exercise session that includes a minimum of three types of cardiovascular equipment, three body weight exercises and four free weight exercises. The plan must include relevant information about the aims and objectives of the session, the client's needs, the equipment to be used and the exercise activities taking place. The activities must be safe and effective, meaning they must be appropriate to the client's needs and requirements and designed to achieve the planned outcomes.

Learners need to show that they can deliver the planned session safely and effectively, demonstrating correct technique and providing accurate teaching points that are appropriate to the needs and limitations of the client. The gym-based cardiovascular and resistance exercises, and equipment used, are likely to achieve the planned results and are unlikely to cause injury to the client.

Learners will review how the session went and identify what worked well in the session and areas for improvement.

## Links to other units

This unit links to:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry
- Unit 5: Application of Fitness Testing
- Unit 8: Coaching for Performance
- Unit 12: Self-employment in the Sports Industry
- Unit 14: Exercise and Circuit-based Physical Activity
- Unit 15: Instructing Exercise to Music
- Unit 17: Sports Injury Management
- Unit 18: Work Experience in Active Leisure
- Unit 19: Development and Provision of Sport and Physical Activity.

## Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities, for example opportunities to visit suitable businesses.

# Unit 14: Exercise and Circuits-based Physical Activity

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners explore how to establish effective working relationships and support different participants when planning and delivering a group-based circuit training exercise session.

## Unit introduction

For many years, the health and fitness industry has included group exercise classes as a popular method of helping people to participate in regular physical activity. To work as a group-based exercise instructor, a range of planning and practical skills are required.

In this unit, you will gain an understanding of how to establish effective working relationships with different participants, which is essential in order to ensure participants continue to return. You will explore ways in which to help support participants to encourage regular participation in physical activity. You will explore the types of exercises that can be used and the different types of circuit class available. You will then plan and instruct a group-based circuit training exercise session with a group of participants before carrying out a review of your session, allowing you to identify your strengths and areas for improvement in circuit planning and instructing. To complete the assessment tasks within this unit, you will need to draw on your learning from across your programme..

The knowledge and skills this unit gives you are an exciting combination of theory and applied aspects to help you gain an improved understanding and practical experience of instructing a group-based exercise session.

There are new staffing requirements for the teacher, Assessor and Internal Verifier for this unit. Please refer to page 169 for further information.

## Learning aims

In this unit you will:

- A** Explore how to establish and maintain an effective working relationship with participants
- B** Investigate ways an exercise instructor can support different participants in exercise and physical activity
- C** Carry out planning of a safe and effective group-based, circuits-based exercise session
- D** Undertake a group-based circuit training exercise session.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore how to establish and maintain an effective working relationship with participants	<p><b>A1</b> Presentation of a positive image for a group exercise instructor</p> <p><b>A2</b> Communication skills for groups</p> <p><b>A3</b> Forming effective working relationships with participants</p>	A report on methods for presenting a positive image and maintaining effective working relationships with participants.
<b>B</b> Investigate ways an exercise instructor can support different participants in exercise and physical activity	<p><b>B1</b> Dealing effectively with participants' needs</p> <p><b>B2</b> Providing ongoing customer service to participants</p> <p><b>B3</b> Barriers to exercise and physical activity</p> <p><b>B4</b> Methods of supporting participants to adhere to their exercise and physical activity programme</p>	A report on the provision of effective customer service to participants with different needs and supporting participants to adhere to an exercise programme.
<b>C</b> Carry out planning of a safe and effective group-based, circuits-based exercise session	<p><b>C1</b> Benefits of circuits-based training</p> <p><b>C2</b> Stations in a circuit</p> <p><b>C3</b> Planning a group exercise circuit training session</p>	An evaluative report into the planning and delivery of the circuit session, supported by a written plan for a group-based circuit training exercise session and observation records/video evidence of practical delivery of a group-based circuit training exercise session.  A report on the relationship between customer service, participant support and the effectiveness of group-based circuit training sessions.
<b>D</b> Undertake a group-based circuit training exercise session	<p><b>D1</b> Introduction to the group-based exercise session</p> <p><b>D2</b> Delivery of the group-based exercise session</p> <p><b>D3</b> Concluding and reviewing the delivery of the group-based exercise session</p>	

## Content

### Learning aim A: Explore how to establish and maintain an effective working relationship with participants

#### A1 Presentation of a positive image for a group exercise instructor

- Methods of presenting a professional image:
  - appropriate clothing and footwear
  - personal hygiene
  - following Register of Exercise Professionals (REPs) code of ethical practice
  - following REPs continuing professional development (CPD) requirements
  - manner, e.g. friendly, approachable, active listener, patient, empathy.
- Importance of presenting a positive image
  - gain participants respect and confidence
  - improve personal reputation
  - maintain and increase participant base.
- Presenting a professional image of the working organisation, prioritising participant's needs, non-tolerance of discrimination.
- Skills:
  - time management
  - methods of motivation, e.g. active encouragement, recognising achievement, goal setting, positive reinforcement
  - leadership
  - organisation
  - participant sensitivity relating to physical contact.
- Responsibilities of an exercise instructor:
  - customer care
  - health and safety
  - time keeping.
- Requirements of an exercise instructor:
  - Disclosure and Barring Service (DBS)
  - First-aid qualifications
  - health and safety
  - duty of care
  - insurance.

#### A2 Communication skills for groups

- Verbal:
  - speaking clearly
  - motivational
  - asking appropriate questions: to establish participant needs, understanding, expectations, comfort levels
  - asking open-ended questions
  - volume and tone of voice
  - encouragement.
- Non-verbal:
  - demonstrations
  - body language
  - cueing.
- Instructing position – change position for demonstrations of exercises, change position to view the whole group and individuals in the group.
- Listening skills – being an active listener.

- Interpreting participant's verbal and non-verbal communication.
- Methods of gathering personal information about participants' needs and expectations.
- Communicating effectively with different participants:
  - 14–16 year olds, young people and vulnerable adults
  - people with physical disabilities
  - mature people (60+)
  - ante- and post-natal mothers.

### **A3 Forming effective working relationships with participants**

- Trust:
  - the importance of confidentiality
  - data protection.
- Forming relationships with a group of participants that are likely to change on a regular basis.
- Motivational relationships with a group of participants.
- Equality and diversity:
  - REPs code of ethical practice
  - policies and procedures for organisations where circuits might be delivered, e.g. council leisure centre, private gyms
  - valuing diversity when working with participants
  - types of prejudice and discrimination that individual participants might experience.

## **Learning aim B: Investigate ways an exercise instructor can support different participants in exercise and physical activity**

### **B1 Dealing effectively with participants' needs**

- Types of information required from participants:
  - personal goals
  - lifestyle factors
  - barriers to participation
  - medical history
  - physical activity preferences
  - specific learning needs (disability, communication needs).
- Types of participant:
  - participants with high and low fitness levels
  - experienced
  - inexperienced
  - mature participants
  - children
  - disabled participants
  - ante- and post-natal participants.
- Responding to participant requests in line with organisation's procedures.
- Sourcing relevant information for different participants, e.g. Q&A, lifestyle questionnaires.
- Referring participant's issues to another professional in different situations:
  - injury
  - illness, contraindications to exercise
  - screening tests/questionnaires.



- Participant objectives:
  - improve skills and techniques
  - improve physical fitness, e.g. aerobic endurance, muscular endurance, muscular strength, flexibility, body composition
  - improve skill related fitness, e.g. power, balance, co-ordination, speed, reaction time
  - improve sport specific skills
  - reduce stress levels
  - reduce risk of disease
  - social benefits, e.g. interaction with others.

## **B2 Providing ongoing customer service to participants**

- Ways of engaging with individual participants during group exercise.
- Ways of engaging with groups during a group exercise session.
- Responding positively to participants.
- Providing participants with clear information and advice within scope of practice when required, referring to others when necessary.
- Working with participants to find different ways of meeting their needs and expectations.
- Effectively and appropriately handling participant complaints.

## **B3 Barriers to exercise and physical activity**

Barriers linked with the lifestyles and demands of different types of participants.

- Lifestyle factors:
  - time
  - location
  - cost
  - culture
  - health problems
  - work patterns
  - disability
  - illness
  - level of fitness.
- Strategies to overcome barriers to exercise and physical activity:
  - appropriate exercise/physical activity selection for different participants
  - incentives and rewards for individual participants
  - differences between exercise participation and everyday lifestyle physical activity
  - lifestyle changes to incorporate more physical activity.

## **B4 Methods of supporting participants to adhere to their exercise and physical activity programme**

- Knowledge and understanding of the extent and limitations of own role when working with participants (qualifications, referral to other exercise professionals and medical staff for participants with specific needs).
- Working in a professional relationship with participants, e.g. appropriate advice, support, contact with participant outside of exercise session.
- Supporting participants to take responsibility for their own fitness and motivation, goal setting:
  - using SMART principles to set short-, medium- and long-term goals
  - methods to review and revise short-, medium- and long-term goals
  - methods of overcoming barriers to participation for specific participants.
- Motivational techniques for specific participants (related to needs, age, ability, interests, income, sport-specific requirements).

## **Learning aim C: Carry out planning of a safe and effective group-based, circuits-based exercise session**

### **C1 Benefits of circuits-based training**

- Combination of cardiovascular and resistance training.
- Alternating muscle groups allowing rest intervals for recovery.
- Enables multiple participants of similar/differing abilities to participate at same time.
- Can be relatively inexpensive to set up.
- Generic fitness or sport-specific.

### **C2 Stations in a circuit**

- Exercises at each station.
- Stations to improve aerobic endurance:
  - shuttle runs
  - jogging on the spot
  - jumping jacks
  - spotty dogs
  - squat thrusts
  - knee lifts
  - step-ups
  - skipping.
- Stations to improve muscular strength:
  - shoulder press
  - dumbbell flies
  - upright row
  - lateral raise
  - bicep curl
  - triceps extensions
  - dumbbell lunge
  - barbell squat
  - calf raise.
- Stations to improve muscular endurance:
  - triceps dips
  - press-ups
  - lunges
  - squats
  - side bends.
- Stations to improve core strength:
  - sit-ups
  - crunches
  - twisting sit-ups
  - plank
  - back extensions
  - reverse curls.
- Sport-specific stations, e.g. a running circuit, including leg and core strengthening exercisers interspersed among half-mile race pace runs on a treadmill.
- Circuit cards:
  - name of exercise
  - diagram
  - teaching points
  - adaptations
  - progressions
  - alternatives.

- Circuit training layouts:
  - square
  - lined circuit
  - bow tie
  - circular
  - corners.

### **C3 Planning a group exercise circuit training session**

- Aims and objectives of a group-based circuit exercise session.
- Equipment:
  - dumbbells
  - barbells
  - mats
  - resistance bands
  - benches, stopwatch.
- Participants:
  - experienced
  - inexperienced
  - mixed ability
  - fitness levels
  - minimum and maximum numbers
  - mature participants
  - children
  - disabled participants
  - ante- and post-natal participants.
- Duration for each station exercise and each part of the exercise session.
- Recovery period between each station.
- Structure of a circuit training session.
- Warm-up:
  - functions
  - components (pulse raiser, mobility, active and passive stretches)
  - duration
  - types of warm-up (specific to exercise activity).
- Main component:
  - duration of each station
  - number of stations
  - number of circuits.
- Cool down:
  - functions
  - components (lowering pulse, stretches, developmental stretches)
  - duration.
- Adaptations to exercises:
  - reduction or increase in length of the lever
  - adaptations to reduce the demand of the exercise, e.g. wall press-ups
  - adaptations to increase the demand of the exercise, e.g. press-up and claps
  - to meet the needs of specific participants.
- Alternative exercises – low impact instead of high impact exercises, e.g. side lunges instead of jumping jacks, to meet the needs of specific participants.

- Use of music:
  - legal requirements for playing music for a group exercise session
  - Phonographic Performance Limited (PPL) licence
  - Performing Rights Society (PRS) licence
  - choice of music for each component of the group exercise session
  - speed (beats per minute)
  - suitability for participant group.

## **Learning aim D: Undertake a group-based circuit training exercise session**

### **D1 Introduction to the group-based exercise session**

- Setting up of equipment.
- Health and safety checks
- Ensuring the room is suitable for a circuit exercise session, e.g. ventilation, first-aid provision, water for hydration.
- Greeting a group of participants:
  - introduction to the circuit exercise session
  - health and safety checks with the group
  - appropriate clothing and footwear
  - methods of providing discreet initial screening checks and advice to individual participants in a group-based exercise class.

### **D2 Delivery of the group-based exercise session**

- Demonstration of exercises:
  - technically safe and correct
  - change teaching position so that the whole group can see
  - delivery of teaching points for each exercise
  - correct lifting techniques.
- Adaptations and alternative exercises demonstrated to increase and decrease the level of difficulty (lever length, speed of movement) to meet the needs of different participants in the groups.
- Verbal and non-verbal communication with participants.
- Motivational techniques used to encourage groups and individual participants whilst exercising.
- Correction of participants' technique in the group, e.g. eye contact and repeating technique, mirroring, tactile within ethical guidelines.
- Appropriate teaching position – change in position to see the whole group and individual in the group, side profile demonstrations.

### **D3 Concluding and reviewing the delivery of the group-based exercise session**

- Concluding an exercise session:
  - for participants – summary of the session, at-home advice for the group, welcoming questioning post session from participants
  - for instructor – clearing the area, e.g. safe manual handling of equipment.
- Methods of review:
  - questionnaires
  - self-evaluation
  - verbal feedback from participants.
- Evaluation of the exercise session:
  - strengths
  - areas for improvement
  - modification of exercise session, e.g. goals, safety, perceived interest and motivation for participants
  - continuing professional development.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore how to establish and maintain an effective working relationship with participants</b>		<b>A.D1</b> Evaluate the methods an exercise instructor can use to establish and maintain effective working relationships with participants.
<b>A.P1</b> Explain why it is important for an exercise instructor to present a positive self-image when working with participants.	<b>A.M1</b> Analyse the methods an exercise instructor can use to present a positive self-image when working with participants.	
<b>Learning aim B: Investigate ways an exercise instructor can support different participants in exercise and physical activity</b>		<b>B.D2</b> Justify recommendations on provision of effective customer service and how to support participants to adhere to an exercise programme.
<b>B.P2</b> Discuss effective methods of providing customer service that responds to customer needs. <b>B.P3</b> Discuss methods used to overcome barriers to exercise and physical activity.	<b>B.M2</b> Analyse the methods required to provide effective customer service to overcome barriers to exercise and physical activity providing recommendations on how customers can be supported to adhere to an exercise programme.	
<b>Learning aim C: Carry out planning of a safe and effective group-based circuit training exercise session</b>		<b>CD.D3</b> Evaluate own performance in planning, delivering and supporting a range of participants in a group-based exercise circuit session, justifying choices, strengths and recommendations for future practice. <b>D.D4</b> Evaluate the interrelationships between the maintenance of customer relationships, participant support and the effectiveness of group-based circuit training sessions.
<b>C.P4</b> Prepare a safe and effective circuit training plan for exercise sessions with different participants.	<b>C.M3</b> Prepare a comprehensive circuit training plan that explains why each exercise is appropriate for each component and the needs of different participants.	
<b>Learning aim D: Undertake a group-based circuit training exercise session</b>		
<b>D.P5</b> Deliver a safe and effective exercise session. <b>D.P6</b> Review own performance in the delivery of a circuit training exercise session, identifying strengths and areas for improvement.	<b>D.M4</b> Demonstrate effective communication and motivational skills, taking into account different participants needs when delivering a group-based exercise session. <b>D.M5</b> Analyse own performance in planning and delivering a circuit exercise session, explaining strengths and providing recommendations on self-improvement.	

## Essential information for assignments

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

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

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

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

Learning aims: C and D (C.P4, D.P5, D.P6, C.M3, D.M4, D.M5, CD.D3, D.D4)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to suitable exercise facilities and equipment, for example, a sports hall or studio gym with dumbbells, barbells, mats, resistance bands, benches and stopwatch.

All practical assessment, including Assessment criteria D.P5 and D.M4, must be conducted in a real world environment, this where possible should be in the workplace 'on the job' at work, or as close to as possible to replicate a working environment. If the learner could complete the practical aspect whilst on work experience/placement that would be ideal.

The assessment should be conducted with 'real clients/participants' and not with peers. A real client/participant is someone who is a member of the club/facility or equivalent for self-employed trainees.

The real client/participant must not:

- work at the same facility as the learner
- be related to the learner, for example a spouse, partner, parent, step parent, brother, sister
- be enrolled on the same qualification as the learner at the same time.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard,** learners will consider the strengths and benefits of each method of presenting a positive self-image and the impact it would have if this was not carried out. They must also consider and draw conclusions as to how these methods would impact on the creation and maintenance of effective working relationships with participants.

**For merit standard,** learners will need to examine the methods an exercise instructor can use for presenting a professional image and analyse the relative importance of each. They will need to explore the relationships between the methods and client perceptions and consider how each method could potentially impact on establishing and maintaining working relationships with participants.

**For pass standard,** learners will explain the importance of presenting a positive self-image, including expectations for personal presentation and consideration of the skills, responsibilities and requirements an exercise instructor must exhibit to demonstrate professionalism. Learners will consider the impacts of each of these factors on the relationship with participants.

#### Learning aim B

**For distinction standard,** learners will need to justify how their recommendations to help support exercise programme adherence could realistically be carried out by the participants that they have identified. They will also need to make judgements about, and draw conclusions on, the advantages and disadvantages of the different methods an instructor can use to provide customer service to a range of different customers with differing requirements.

**For merit standard,** learners will analyse the skills that are required by an exercise instructor to provide effective customer service for a range of customers' needs and make judgements as to why each skill is necessary in supporting this process.

Learners will provide an analysis of the range of barriers to exercise and physical activity, examining why the barrier may exist and its impact on the ability of different participants to exercise. Learners must identify at least five potential barriers and provide recommendations on how an exercise instructor can support these participants to adhere to an exercise and physical activity programme.

**For pass standard,** learners will consider the skills required to provide good customer service and how an exercise instructor can respond appropriately to different customers' needs. Learners will consider the different factors that affect a client's ability to exercise and the different methods that can be used by a client in order to try to overcome these barriers.

### Learning aims C and D

Learners will need to plan, instruct and review a circuits-based exercise session. Learners will also need to be able to demonstrate their ability of instructing a circuit exercise session to a group of at least eight participants.

**For distinction standard,** learners will evaluate their own performance in planning and delivering circuit sessions. Learners will consider choices made in terms of planned and delivered exercises, communication styles used, and the relevance of responses made to different participants' needs/requirements in the circuit exercise session group.

Learners will make judgements and draw conclusions about their own performance in planning and delivering a circuit session, and how well this meets the needs of the participants. They will justify their strengths, areas for improvement and recommendations for what they could do to improve future circuit exercise instruction.

Learners will consider the impact that different approaches to relationship building and client support can have on each other and the overall effectiveness of group-based circuit training sessions. They will explore both the planning and delivery stages of a session and consider possible positive and negative impacts of the different approaches. They will draw conclusions about the influence of instructor-client relationships and client support on the choices of activities, communication and motivational techniques used. Learners will then justify their conclusions using selected examples of successful and unsuccessful group-based circuit training session outcomes.

**For merit standard,** learners will ensure that, in addition to the requirements of criterion C.P4, a comprehensive range of alternatives and adaptations, for example two to three different examples depending on the participant's needs, for each exercise are in place for each circuit station to take into account the requirements of a range of participants with different needs. Justification of the timings for each station and each component of the exercise session are considered to take into account the experience and level of fitness of the planned group of participants.

Learners will demonstrate effective communication styles and use of body language when instructing a group-based circuit exercise session. They must show that they are able to consistently adopt an appropriate teaching position for all components of the circuit training session and demonstrate that they are able to provide appropriate attention and motivation to all participants, taking into account individual participant's needs. Learners will consistently provide clear teaching points to participants throughout the session and use volume and pitch of voice effectively.

Learners will examine their performance in planning and delivering the group-based circuit session. They will interpret the impact of their choices of exercises/activities, the use of communication and delivery methods on the degree to which the participant's needs and requirements have been met and the overall success of the session. They will take into account their observations of the participants' performance during the session and feedback after the session.

**For pass standard,** learners will produce a safe and effective plan for a group-based circuit exercise session. Safe and effective planning means the plan will include the exercises for each component of the session. Appropriate timings are in place for each part of the session, the layout for the circuit will need to be included, exercises for each station will need to be planned, circuit cards will need to be prepared for each station with alternatives, adaptations and progressions included. Exercises for cardiovascular fitness, muscular strength and endurance, flexibility and motor skills are also included in the planned session. Health and safety considerations and teaching points for each exercise, where appropriate, will be included in the plan.



Learners will lead a safe and effective group-based circuit training exercise session. Safe and effective delivery means that they are able to prepare the area and safely set up the appropriate equipment for the circuit training session, welcome participants and advise them of the facility's emergency procedures and health and safety requirements for the session. They will also demonstrate that they have carried out verbal pre-exercise screening for participants prior to the start of the session.

Learners will introduce and explain the circuit and its objectives to the participants and then demonstrate each exercise at each session effectively. They will then instruct a safe and effective circuit session including the warm-up, main component and cool down and, in each component, demonstrate appropriate teaching methods to observe and correct technique where appropriate.

During the session they will demonstrate that they are able to use different communication skills to assist and motivate participants throughout the session. During the session, learners must be able to demonstrate and explain the exercises with safe and effective alignment, and then ensure participants perform exercises safely and effectively. Where appropriate, learners will demonstrate adapted or alternative exercises for participants when required.

Once the session is completed, they will need to show that they can bring the session to an appropriate end.

Learners will carry out a review of their own performance in the delivery of a circuit training exercise session, including commentary on the safety and effectiveness of the session and how their own performance has contributed to this. Learners will identify strengths and areas for improvement from their review of performance.

### Links to other units

The assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry
- Unit 5: Application of Fitness Testing
- Unit 12: Self-employment in the Sports Industry
- Unit 13: Instructing Gym-based Exercise.

This unit would relate to teaching of:

- Unit 17: Sports Injury Management.

### Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.



# Unit 15: Instructing Exercise to Music

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

This unit covers theoretical and practical requirements for planning and instructing an exercise to music session.

## Unit introduction

Group exercise to music classes have been part of the health and fitness industry for many years and are still very popular. To work as an instructor for exercise to music there are a number of skills that you need to learn in order to plan and deliver a safe and effective exercise to music session for a range of different clients. Each client will have different needs and it is the job of the instructor to meet their needs by giving them safe and effective exercise sessions.

In this unit, you will gain an understanding of the health screening methods used to ensure the safe participation of clients taking part in exercise sessions. You will explore the different elements required in an exercise to music session, including the warm-up and cool down and the aerobic curve. In order to use music in an exercise session, there are a number of principles that need to be learned and legal requirements that need to be followed. This unit will investigate how to choreograph an exercise to music session, taking into account clients' needs and allowing learners to adapt sessions and activities to meet them. You will explore how to plan and instruct a safe and effective exercise to music session. Experienced instructors will always review their sessions and obtain feedback from others and so this unit will explore different methods for collecting feedback on performance, enabling learners to identify their strengths and areas for improvement.

The knowledge and skills this unit gives you are an exciting combination of theory and applied aspects to help learners gain an improved understanding and practical experience of instructing an exercise to music session. This will help you to progress to employment in the health and fitness industry as well as provide a further insight to exercise training which can be studied in higher education.

There are new staffing requirements for the teacher, Assessor and Internal Verifier for this unit. Please refer to page 169 for further information.

## Learning aims

In this unit you will:

- A** Explore the processes of participant assessment prior to exercise participation
- B** Plan a group exercise to music session for participants
- C** Undertake and review an exercise to music session.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore the processes of participant assessment prior to exercise participation	<b>A1</b> Screening clients <b>A2</b> Factors which affect safe exercise participation for specific clients	
<b>B</b> Plan a group exercise to music session for participants	<b>B1</b> Music selection <b>B2</b> Legal requirements covering the use of music <b>B3</b> Choreography for a group exercise session <b>B4</b> Developing co-ordination by building up exercise/movements gradually	Completed screening documentation and leaflets about safe exercise participation. A plan of an exercise to music session.
<b>C</b> Undertake and review an exercise to music session	<b>C1</b> Objectives of an exercise to music session <b>C2</b> Components of an exercise to music session <b>C3</b> Methods of correcting participants and reinforcing correct techniques <b>C4</b> Preparation for an exercise to music session <b>C5</b> Instruct group exercise to music session <b>C6</b> Ending a group exercise to music session <b>C7</b> Review own performance in instructing an exercise to music session	Observation reports, witness testimonies of a delivered exercise to music session. A written report of evaluation.

## Content

### Learning aim A: Explore the processes of participant assessment prior to exercise participation

#### A1 Screening clients

Selection of appropriate screening methods for different types of clients.

- Questionnaires (Physical Activity Readiness Questionnaire (PAR-Q), lifestyle questionnaires).
- Interviews.
- Observation.
- Informed consent.
- Reasons for temporary deferral of exercise for specific clients (a single or more than one Yes response in the PAR-Q, concerns over health from screening processes), contraindications (pregnancy, treatment for chronic health problems).
- Maintaining client confidentiality.

#### A2 Factors which affect safe exercise participation for specific clients

The different client groups and the key considerations for safe participation:

- 14–16 year olds, e.g. should not take part in heavy resistance based exercises
- antenatal or post-natal woman, e.g. avoid high-impact and high-intensity exercises, issues with stretching, limit abdominal exercises
- older person (50+), e.g. avoid high-impact exercises.

### Learning aim B: Plan a group exercise to music session for participants

#### B1 Music selection

- Beats per minute (bpm), appropriate speed for each component of an exercise to music session:
  - warm-up (120–135 bpm)
  - aerobic (125–150 bpm)
  - cool down stretch (80–100 bpm).
- Appropriate lyrics.
- Pre-mixed exercise to music compilations.

#### B2 Legal requirements covering the use of music

- Phonographic Performance Ltd (PPL) licence.
- PRS for Music licence – the use of lyrics and composed music in any public performance of music.
- Licensed music suppliers, e.g. FitMixPro, FitPro, Pure Energy.

#### B3 Choreography for a group exercise session

Principles of developing choreography for an exercise class:

- types of moves, e.g. grapevine, box step, hamstring curl
- combining movements
- changing direction
- linking movements
- intensity (adapting exercise/movements to increase and decrease the intensity, effect of lever length, effect of speed of movement – on posture, alignment and intensity).
- impact (high and low-impact exercises)
- alternative exercises, e.g. wall press-up for the older adult, low-impact exercises for antenatal clients
- working to the phrase of the music.

#### **B4 Developing co-ordination by building up exercise/movements gradually**

- Layering technique.
- Holding patterns.

#### **Learning aim C: Undertake and review an exercise to music session**

##### **C1 Objectives of an exercise to music session**

- Appropriate for the level of fitness and ability of the group.
- Improve cardiovascular fitness.

##### **C1 Objectives of an exercise to music session**

- Appropriate for the level of fitness and ability of the group.
- Improve cardiovascular fitness.

##### **C2 Components of an exercise to music session**

- Warm-up – mobility, pulse raiser, preparatory stretch (dynamic and static stretches), basic motor skills moves.
- Main component – cardiovascular endurance, types of exercises (e.g. walking, skipping, jogging, grapevine, knee raises, jumping jacks, lunges, box step, L step), aerobic curve.
- Muscular strength and endurance – exercises to work the core, upper body and lower body, sets and reps, using body weight, hand weights, bands, stability balls.
- Cool down – flexibility, static, dynamic, maintenance stretches and developmental stretching, prevention of blood pooling.
- Length of time for each component and change of times for each component for clients with differing levels of fitness.
- Types of exercises used for clients with differing levels of fitness, e.g. combined stretches for more experienced clients.
- Use of appropriate bpm for each component of the class and appropriate for participant group.

##### **C3 Methods of correcting participants and reinforcing correct techniques**

- Changing teaching positions.
- Asking questions.
- Verbal communication.
- Visual communication.
- Mirroring.

##### **C4 Preparation for an exercise to music session**

- Checking equipment.
- Ensuring area is sufficient and safe for the session.
- Appropriate temperature and ventilation.
- Welcome participants.
- Check participants' ability and any medical conditions.
- Describe the exercise to music exercises and session plan to the group.
- Confirm or revise plans as appropriate.
- Demonstrate any specific movements.
- Advise participants of the facilities' emergency procedures.

##### **C5 Instruct group exercise to music session**

- Instruct each component of an exercise to music session:
  - warm-up
  - main component – cardiovascular exercise
  - cool down
  - muscular strength and endurance
  - stretch.

- Give technically correct and safe demonstrations and explanations of exercises and exercise positions:
  - communicate appropriately to the group and each participant
  - provide timely cuing
  - vary the pace and speed of exercise to ensure the safety and effectiveness
  - ensure participants exercise safely
  - appropriate timings for each component of the class
  - change position to ensure all participants can be observed throughout the session.
- Check and correct participants positions where appropriate:
  - adapting exercises with appropriate progression and regressions in response
  - using motivational verbal and non-verbal methods
  - appropriate leadership style for the group
  - attention to how the group are receiving and responding to instructions and exercises presented.

### **C6 Ending a group exercise to music session**

- Feedback to the group on how they have performed.
- Allow participants to feedback to reflect on the session and ask questions.
- Follow correct procedures for checking and putting away equipment used.
- Ensure the area used is in an acceptable condition for future use.

### **C7 Review own performance in instructing an exercise to music session**

- Evaluate how well the exercises met the participants' needs.
- Relationship with the participants – how effective and motivational.
- Ways to improve personal practice.
- Value of reflective practice.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the processes of participant assessment prior to exercise participation</b>		
<b>A.P1</b> Explain the results from client screening, describing their requirements for an exercise to music session.	<b>A.M1</b> Analyse the results from the client screening in relation to their requirements for an exercise to music session.	
<b>A.P2</b> Describe factors which can affect safe exercise participation for contrasting clients.		
<b>Learning aim B: Plan a group exercise to music session for participants</b>		
<b>B.P3</b> Plan a basic exercise to music session that outlines the exercises used for each component of an exercise session.	<b>B.M2</b> Plan a comprehensive exercise to music session that describes each exercise for each component of an exercise session for a targeted group.	<b>AB.D1</b> Plan an effective exercise to music session that includes adapted exercises to meet the needs of specific clients.
<b>Learning aim C: Undertake and review an exercise to music session</b>		
<b>C.P4</b> Demonstrate a safe and effective exercise to music session.	<b>C.M3</b> Demonstrate effective communication skills with participants when delivering a safe and effective exercise to music session.	<b>C.D2</b> Demonstrate the ability to respond effectively to the needs of different participants and modify instruction and exercises to meet the needs of each participant.
<b>C.P5</b> Demonstrate basic communication skills with participants when delivering a safe and effective exercise to music session.	<b>C.M4</b> Assess strengths of own performance in the delivery of an exercise to music session, to recommend self-improvement.	<b>C.D3</b> Evaluate own performance in the planning and delivery of an exercise to music session to meet client needs, justifying strengths and recommendations on self-improvement.
<b>C.P6</b> Explain strengths and areas for improvement of own performance in the delivery of an exercise to music session.		



## Essential information for assignments

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

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

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

Learning aim: C (C.P4, C.P5, C.P6, C.M3, C.M4, C.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

All practical assessment, including Assessment criteria C.P4, C.P5 and C.M3, must be conducted in a real world environment, this where possible should be in the workplace 'on the job' at work, or as close to as possible to replicate a working environment. If the learner could complete the practical aspect whilst on work experience/placement that would be ideal.

The assessment should be conducted with 'real clients/participants' and not with peers. A real client/participant is someone who is a member of the club/facility or equivalent for self-employed trainees.

The real client/participant must not:

- work at the same facility as the learner
- be related to the learner, for example a spouse, partner, parent, step parent, brother, sister
- be enrolled on the same qualification as the learner at the same time.

### Essential information for assessment decisions

#### Learning aims A and B

A report that interprets and analyses the results from client screening questionnaires and relates their needs to the requirements of an exercise to music session. The factors that affect each client's safety and the types of exercises that they should perform should also be considered. A plan of an exercise to music session.

**For distinction standard,** learners will produce a plan for an exercise to music session that includes a range of different types of exercises that are adapted to meet the needs of different participants taking part in the session. The adaptations need to give options that make the exercises easier to follow in terms of co-ordination, intensity and impact as well as giving more difficult opportunities to challenge clients' co-ordination. They also need to offer higher intensity and high-impact adaptations so that the exercise class can be differentiated to the needs of each client.

**For merit standard,** learners will use health screening results for clients gained either from questionnaires or interviews with clients. Learners will give information that addresses why each type of exercise should be included and also avoided for each specific client in relation to each client's specific needs.

Learners will produce a plan with original choreography for an exercise to music session. Where appropriate, each exercise will show adaptations to increase or decrease the intensity. Comprehensive teaching points will be provided for each exercise. The muscular strength and endurance (MSE) and cool down sections of the exercise to music session will include exercises that flow and do not require excessive body positional changes.

**For pass standard,** learners will use screening information on different clients' current health status and any contra indications to taking part in exercise. The range of specific clients should only come from those listed in the unit content. Learners will give descriptions of the areas of concern for exercise participation for each client and identify if the client should have temporary deferral of exercise. Learners will show that they are aware of the factors which affect each of the different clients in relation to the types of exercise that they can take part in. Learners will be able to give details of which types of exercises should be avoided for each specific client.

Learners' plan for an exercise to music session will include the exercises for each component of the exercises to music session. Where appropriate, sets and reps will be included. Images will be included to show the type of stretching used in the warm-up and cool down components of the session. Teaching points for each exercise will also be included in the plan and where appropriate, adapted exercises are shown to cater for clients with different fitness levels. The timings for each section, selection of music and beats per minute (bpm) will also be included in the plan.

Warm up and cool down components show gradual increase and decrease in exercise intensity and the aerobic curve in the main component is evident. They will need to be able to select appropriate music for the routine in terms of bpm and for the clients that the session is aimed at. They will demonstrate that they are able to include combined linked movements that are usually used in an exercise to music session.

### Learning aim C

Learners deliver an exercise to music session to a group of at least eight participants. Learners will then write a review of their own performance.

**For distinction standard,** learners will deliver an exercise to music session that demonstrates the ability to respond effectively to the different needs of each of the participants, so that each person is able to participate fully and follow the exercise instructions from learners. Learners will show that they are able to modify their instructions as well as the exercises selected to meet the different needs of each participant. Learners' evaluations of their own performance as an exercise to music instructor will take into account the feedback gained from the participants and self-reflection. It will also show how well the exercises and instructing style met the participants' needs, how effective and motivational learners were during the session and how they can improve their personal practice for future exercise to music instruction.

**For merit standard,** learners will instruct a full exercise to music session. Learners will communicate effectively via body language and verbal communication to respond to the needs of each participant. Learners will change position in response to seeing the placement of each person and they will check that participants can perform the exercises as instructed, and adapt exercises with suitable progressions and regressions according to different participants' needs. They will use appropriate methods to correct and reinforce technique. They will demonstrate that they are able to give feedback and instruction points which are timely, clear and motivational. They will give explanations for each exercise and communicate as appropriate to participants' needs and use. They will use volume, pitch and voice projection relative to the music, with or without a microphone. Learners will give effective verbal and visual cueing to help participants to work to the structure and phrase of the music. Learners' assessments of the exercise to music session will explain how well the exercise session met the participants' needs and review their skills as an exercise to music instructor. From this assessment, learners will give recommendations on what they can do to improve their performance as an exercise to music instructor.

**For pass standard,** learners will instruct a full exercise to music session. They will communicate with the participants so that they can understand how to follow the correct procedures of each exercise effectively and safely. Learners will give demonstrations that are technically correct with safe and appropriate alignment of exercise positions. They will vary the pace and speed of exercise to ensure safety and effectiveness for all participants and correct participants where required. Learners will change their teaching position to help them to observe participants and check participants can perform the exercises as instructed. They will correct participants where required. Learners will demonstrate that they are able to end an exercise to music session in line with good practice. Learners will also be able to keep to the planned timings for each component of the session.

Learners will give explanations that are technically correct and safe and appropriate. They will communicate verbally and non-verbally with participants and provide verbal and visual cueing. Learners will also carry out a review of the exercise to music session, taking into account participants' performance and their feedback. From this information and self-assessment, learners will give a list of what they thought they did well, as well as areas that they need to improve on.

## Links to other units

This unit links to:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry
- Unit 5: Application of Fitness Testing
- Unit 8: Coaching for Performance
- Unit 12: Self-employment in the Sports Industry
- Unit 13: Instructing Gym-based Exercise
- Unit 14: Exercise and Circuit-based Physical Activity
- Unit 17: Sports Injury Management
- Unit 18: Work Experience in Active Leisure
- Unit 19: Development and Provision of Sport and Physical Activity.

## Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

# Unit 16: Instructing Water-based Exercise

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners will study the planning and instructing of water-based exercise.

## Unit introduction

Taking part in exercise in water is a popular way for many people to enjoy regular physical activity, due to the benefits of being able to carry out low impact exercise at varying intensities. For people that don't enjoy swimming, water-based exercise classes have proven to be very popular and are now regularly timetabled in many swimming centres.

In this unit, you will learn about how water depth and environmental factors have an impact on those participating in water-based exercise. You will then explore the different types of equipment that can be used in water. You will learn how to structure and plan for water-based exercise sessions and select appropriate music for different components of the session. You will then instruct a water-based exercise session in line with your plan and complete the unit with a review of your session in relation to your instructing performance.

By developing relevant knowledge and skills, this unit gives you an exciting combination of theory and applied aspects to help you gain an improved understanding and practical experience of instructing a water-based exercise session. This will help you to progress to working as a water-based exercise instructor in the health and fitness industry.

There are new staffing requirements for the teacher, Assessor and Internal Verifier for this unit. Please refer to page 169 for further information.

## Learning aims

In this unit you will:

- A** Understand the principles of exercising in water
- B** Develop a water-based exercise session for participants
- C** Undertake and review a water-based exercise session for participants.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the principles of exercising in water	<b>A1</b> Water depth and the effect on participants <b>A2</b> The swimming pool environment and its effect on participants	Information leaflet.
<b>B</b> Develop a water-based exercise session for participants	<b>B1</b> Equipment used in water-based exercise <b>B2</b> Water-based exercise routines <b>B3</b> Components of a water-based exercise session	
<b>C</b> Undertake and review a water-based exercise session for participants	<b>C1</b> Pre-session preparation <b>C2</b> Prepare participants for water-based exercise session <b>C3</b> Instruct group water-based exercise session <b>C4</b> Principles of group behaviour management during a water-based exercise session <b>C5</b> Methods of correcting participants in a water-based exercise session <b>C6</b> Ending a water-based exercise session <b>C7</b> Review own performance in instructing a water-based exercise session	Plan of a water-based exercise session. Delivery of a water-based exercise session and written review of the session.

## Content

### Learning aim A: Understand the principles of exercising in water

#### A1 Water depth and the effect on participants

- Shallow water:
  - suitable for non-/weak swimmers/pregnancy/older adults/children
  - effect of depth of water on participants' movement – reduced buoyancy, reduced gravitational pull, increased speed of movements, increased use of directional changes in choreography.
- Deep water:
  - suitable for swimmers/people with high levels of fitness
  - effect of depth of water on participants movement – increased buoyancy, slower movements, slower directional changes, reduced choreography, increased resistance to movement, travelling moves are of higher intensity, reduced impact forces.

#### A2 The swimming pool environment and its effect on participants

The effect of the swimming pool's environment on the health and performance of participants taking part in water-based exercise.

- Pool water temperature: swimming pool (26–27 °C), leisure pool (29–30 °C), children's pool (31–33 °C).
- Thermoregulation: mechanisms of heat loss (convection, conduction, evaporation), increased rate of heat loss via conduction in water compared to on land, insulation related to body composition, water temperature and selection of activities to ensure participants are not cold, time participants spend immersed in water, air temperature of swimming pool environment.
- Humidity: increased humidity in swimming pool environment (1 °C higher than water temperature), effect on participants (reduction in asthmatic symptoms).
- How the size and shape of the pool can be used: blind spots around the pool, area for the class appropriate to the number of participants, roping off pool areas where required.
- Condition of the pool side: slippery floor, no sharp edges.
- Water depth and level: pool depth, sloping pool floor, moveable pool floor, gap between the water and pool side.
- Use of electrical equipment on the pool side: music device appropriate for pool side environment and set up safely.
- Equipment storage.
- First aid provision in the pool side environment: location of first aid boxes, methods of calling for help on the pool side.

### Learning aim B: Develop a water-based exercise session for participants

#### B1 Equipment used in water-based exercise

- Different types of equipment and how they can be used for participants in a water-based exercise session.
- Equipment to increase buoyancy: buoyancy belts, woggle, kick boards, jog belts.
- Equipment to increase intensity: aqua dumbbells, weight cuffs, webbed water gloves.

#### B2 Water-based exercise routines

- Learners are able to choreograph exercise routines that are used in a water-based exercise session.
- Development of the exercise routine: co-ordination, movement sequences, increase the number of repetitions, increase the range of movement, directional changes.
- Adapting exercises to change the intensity: increasing the intensity (lengthen the lever, faster movements, surface to water resistance, use of equipment to increase resistance), decreasing the intensity (decrease the length of the lever, slower movements, working in shallow water, use of equipment to increase buoyancy).
- Use of appropriate bpm for each component of the class, depth of water and participant group.

### **B3 Components of a water-based exercise session**

- Warm-up: pulse raiser, dynamic and static stretches, basic motor skills moves.
- Main component: cardiovascular endurance, muscular endurance.
- Cool down: flexibility, developmental stretching.
- Length of time for each component.
- Change of times for each component for clients with differing levels of fitness.

### **Learning aim C: Undertake and review a water-based exercise session for participants**

#### **C1 Pre-session preparation**

- Checking equipment.
- Ensuring area is sufficient and safe for the session.
- Appropriate temperature and ventilation.

#### **C2 Prepare participants for water-based exercise session**

- Welcome participants.
- Check participants' ability and any medical conditions.
- Describe the water-based exercises session to the group.
- Confirm or revise plans as appropriate.
- Demonstrate any specific movements.
- Advise participants of the facility's emergency procedures.

#### **C3 Instruct group water-based exercise session**

- Learners should be able to demonstrate appropriate techniques for each exercise used in the water-based exercise session and provide teaching points for each exercise.
- Warm-up.
- Main component.
- Cool down.

#### **C4 Principles of group behaviour management during a water-based exercise session**

- Changing teaching positions on the pool side to ensure all participants are visible at all times.
- Communicate appropriately to the group and each participant.
- Provide timely cuing.
- Vary the pace and speed of exercise to ensure safety and effectiveness, taking into account water depth.
- Adapting exercises with appropriate progression and regressions in response to participants' performance, using equipment where required.
- Monitor exercise intensity: talk test, Rated Perceived Exertion (RPE).
- Using motivational verbal and non-verbal methods.

#### **C5 Methods of correcting participants in a water-based exercise session**

- Changing teaching positions.
- Asking questions.
- Verbal communication.
- Visual communication.
- Mirroring.



**C6 Ending a water-based exercise session**

- Feedback to the group on how they have performed.
- Allow participants to feedback to reflect on the session and ask questions.
- Follow correct procedures for checking and putting away equipment used in and around the pool.
- Ensure the area used is in a safe and acceptable condition for future use.

**C7 Review own performance in instructing a water-based exercise session**

- Evaluate how well the exercises met the participants' needs.
- Relationship with the participants – how effective and motivational.
- Ways to improve personal practice.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the principles of exercising in water</b>		
<p><b>A.P1</b> Explain the impact of water depth on exercise selection.</p> <p><b>A.P2</b> Explain how the swimming pool's environment affects participants.</p>	<p><b>A.M1</b> Analyse how the swimming pool environment affects different participants.</p>	<p><b>A.D1</b> Evaluate the impact of the swimming pool environment on specific clients.</p>
<b>Learning aim B: Develop a water-based exercise session for participants</b>		
<p><b>B.P3</b> Plan a water-based exercise session that outlines the exercises for each component of an exercise session.</p>	<p><b>B.M2</b> Plan a comprehensive water-based exercise session that explains each exercise for each component of a water-based exercise session.</p>	<p><b>BC.D2</b> Demonstrate the ability to respond effectively to the needs of different participants and modify instruction and exercises to meet the needs of each client in a planned water-based exercise session.</p>
<b>Learning aim C: Undertake and review a water-based exercise session for participants</b>		
<p><b>C.P4</b> Deliver a safe water-based exercise session.</p> <p><b>C.P5</b> Demonstrate basic communication skills with participants when delivering an effective water-based exercise session.</p> <p><b>C.P6</b> Review own performance in the delivery of a water-based exercise session.</p>	<p><b>C.M3</b> Demonstrate effective communication and motivational skills, taking into account different clients' needs when delivering a safe water-based exercise session.</p> <p><b>C.M4</b> Analyse own performance in the planning and delivery of a water-based exercise session.</p>	<p><b>C.D3</b> Evaluate own performance of delivered water-based exercise session against planned session, justifying strengths and recommendations for self-improvement.</p>

## Essential information for assignments

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

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

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

Learning aim: B and C (B.P3, C.P4, C.P5, C.P6, B.M2, C.M3, C.M4, BC.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

All practical assessment, including Assessment criteria C.P4, C.P5 and C.M3, must be conducted in a real world environment, this where possible should be in the workplace 'on the job' at work, or as close to as possible to replicate a working environment. If the learner could complete the practical aspect whilst on work experience/placement that would be ideal.

The assessment should be conducted with 'real clients/participants' and not with peers. A real client/participant is someone who is a member of the club/facility or equivalent for self-employed trainees.

The real client/participant must not:

- work at the same facility as the learner
- be related to the learner, for example a spouse, partner, parent, step parent, brother, sister
- be enrolled on the same qualification as the learner at the same time.

### Essential information for assessment decisions

#### Learning aim A

A report that evaluates the effects of the pool environment on exercise participation for different clients.

**For distinction standard**, learners will evaluate how the depth of the water and factors related to a swimming pool environment can have an impact on specific clients. They will consider at least three different clients and how each factor may impact on the client's ability to participate in exercises in water as well as consider health and safety aspects.

**For merit standard**, learners will analyse how the water depth and factors related to the swimming pool environment can affect the safety of participants. They will provide a rationale as to why certain factors require greater consideration than others, and precautions that can be put in place to maintain the safety of participants using a swimming pool.

**For pass standard**, learners will explain how the effects of shallow and deep water affect the type of exercise that can be carried out in different depths. They will consider which water depth is most suitable for different clients in relation to their swimming ability and other factors, such as pool water temperature and the size and shape of the pool. Learners will provide explanations of how the water temperature affects a person's ability for thermoregulation and the impact that this would have on exercise selection in an exercise session. The effects of humidity will also be considered and the positive effect it can have on people with asthma (it can reduce the symptoms). In relation to safety, the size and shape of the pool can be considered to determine the safest areas to exercise in, as well as how to ensure safety for clients on the pool side. Methods of storing equipment and electrical equipment would also need to be explained in relation to ensuring the safety of participants.

#### Learning aims B and C

Learners will plan the delivery of a water-based exercise session to a group of at least eight participants. Learners will write a review of their own performance.

**For distinction standard**, learners will deliver a planned water-based exercise session. They will adapt the plan accordingly to respond effectively to the different needs of each of the participants, so that each person is able to participate fully and follow the exercise instructions. Learners will carry out an evaluation of the planning and their own performance as a water-based exercise instructor. They will take into account feedback from the participants, self-reflection, how well the exercises met the participants' needs, how effective and motivational they were during the session, how well the instructing style met the participants' needs and how they can improve their planning and personal practice for future water-based exercise sessions.

**For merit standard,** learners will produce a plan for a water-based exercise session. Where appropriate, each exercise could show methods to increase or decrease the intensity. Comprehensive teaching points should be provided for each exercise. Each component includes exercises that flow together well, with good use of equipment to support the selection of exercises. Learners will give explanations for each exercise and are able to communicate as appropriate to participants' needs and use. They will use volume, pitch and voice projection relative to the instruction. Learners will demonstrate effective verbal and visual cueing to help participants perform each exercise in the session. Learners will adopt appropriate positions to observe participants and respond to their needs, check that participants can perform the exercises as instructed and adapt exercises with suitable progressions and regressions according to different participants' needs. They will demonstrate appropriate methods to correct and reinforce technique. They will provide feedback and instruction points which are timely, clear and motivational. Learners will carry out a review of the water-based exercise session and show how well the exercise session met the participants' needs and their own skills as a water-based exercise instructor.

**For pass standard,** learners will produce a plan for a water-based exercise session. The plan will include the exercises for each component of the water-based exercise session. Images can be included to show the types of stretching used in the warm up and cool down components of the session. Teaching points for each exercise will also be included in the plan and where appropriate, adapted exercises are shown to cater for clients with different fitness levels. The timings for each session will be included in the plan. Warm up and cool down components show gradual increase and decrease in exercise intensity.

Learners' demonstrations of a water-based exercise must be technically correct with safe and appropriate alignment of exercise positions. They will vary the pace and speed of exercise to ensure safety and effectiveness for all participants and correct participants where required. Learners will change their teaching position to help with observing participants and check participants can perform the exercises as instructed. Learners will demonstrate they are able to end a water-based exercise session in line with good practice. Learners need to also be able to keep to the planned timings for each component of the session. Learners will give explanations that are technically correct and safe and appropriate. They need to be able to communicate verbally and non-verbally to participants and provide verbal and visual cueing.

Learners will carry out a review of a water-based exercise session, taking into account participants' performance and their feedback. From this information and self-assessment, learners will provide a list of their strengths and weaknesses during the delivery of the water-based session.

### Links to other units

This unit has links to a number of units across the qualification. Learners will build on the knowledge and skills learned in other units to support their understanding of the processes and practises within this unit. This unit specifically links to:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry
- Unit 5: Application of Fitness Testing
- Unit 8: Coaching for Performance
- Unit 12: Self-employment in the Sports Industry
- Unit 17: Sports Injury Management

### Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.



# Unit 17: Sports Injury Management

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners study the signs and symptoms of sports injuries, application of basic treatment and rehabilitation methods, injury risk factors and injury prevention.

## Unit introduction

For all personnel involved in any aspect of sport and leisure activities, an understanding of sports injuries and their symptoms is essential in order to ensure appropriate treatment is administered in the event of an injury. In this unit, you will explore injury risk reduction through effective preventative measures, and the treatment and rehabilitation of those who are suffering an injury. To understand sports injuries effectively, you must be able differentiate between acute and chronic injuries and have an appreciation for the types of injury that may be experienced within each classification. You must also have an awareness of the aetiology, mechanisms of injury and symptoms that can present for each injury. You will recognise the injury symptoms and understand physiological and psychological responses to injury, and will be able to make an informed decision regarding treatment at the time of injury. You will be able to confidently and effectively apply first aid techniques and common treatment methods, and develop a functional rehabilitation program. Finally, you will be able to minimise the risk of injury and remove any factors which may predispose a person to injury. You will understand the components of the 'sequence of prevention' model, and introduce preventative measures in order to reduce risk and prevent injury occurrence.

This unit will be useful for you if you intend to pursue a career in the sports sector. Although this unit is not designed to develop you into an accomplished sports therapist, you will be able to act appropriately to sports injuries. This unit will form a good basis for aspects of higher education study in sport, and sport and exercise science-related qualifications.

## Learning aims

In this unit you will:

- A** Understand common sports injuries and their associated physiological and psychological responses
- B** Explore common treatment and rehabilitation methods
- C** Investigate risk factors which may contribute to sports injuries and their associated prevention strategies.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand common sports injuries and their associated physiological and psychological responses	<b>A1</b> Acute injuries <b>A2</b> Overuse injuries <b>A3</b> Red flag symptoms with regards to suspected spinal injury <b>A4</b> Physiological response to injury <b>A5</b> Psychological response to injury	<p>A report and presentation focussing on types of injuries, symptoms, associated mechanisms of injury and physiological and psychological responses to injury.</p>
<b>B</b> Explore common treatment and rehabilitation methods	<b>B1</b> Common treatment methods and the need for medical referral <b>B2</b> Principles of rehabilitation <b>B3</b> Methods of rehabilitation	<p>Development and justification of a rehabilitation programme, supported by effective and confident practical application of a range of common treatment methods, and oral questioning with regards to medical referral in response to given case study scenarios.</p>
<b>C</b> Investigate risk factors which may contribute to sports injuries and their associated prevention strategies	<b>C1</b> Extrinsic risk factors <b>C2</b> Intrinsic risk factors <b>C3</b> Preventative measures	<p>An extended essay focusing on intrinsic and extrinsic risk factors, preventative measures and the sequence of prevention model.</p> <p>An extended essay focussing on the importance on sports injury management in helping sports performers to prevent or overcome injury.</p>



## Content

### **Learning aim A: Understand common sports injuries and their associated physiological and psychological responses**

Injuries should be discussed with regards to aetiology, mechanisms of injury and signs and symptoms, making reference to specific sporting examples.

#### **A1 Acute injuries**

The common signs and symptoms specific to each injury should be addressed in addition to general signs of acute injury.

- Bone – fractures, e.g. transverse, oblique, spiral and comminuted.
- Articular cartilage – osteochondral, meniscal tear.
- Joint – dislocation, subluxation.
- Ligament sprain/tear – grade I, II, III.
- Muscle strain/tear – grade I, II, III, haematoma inter and intra, cramps, acute compartment syndrome.
- Tendon – partial and complete tear, tendinitis (tendinitis should be discussed with regards to the wider research evidence in conjunction with tendinosis, tendinopathy, mechanism and stages of injury).
- Bursa – traumatic bursitis.
- Skin – abrasions, lacerations, puncture wounds, contusions.

#### **A2 Overuse injuries**

The common signs and symptoms specific to each injury should be addressed, in addition to general signs of overuse injury.

- Bone – stress fracture, osteitis, apophysitis.
- Articular cartilage – chondropathy.
- Joint – synovitis, osteoarthritis.
- Ligament – inflammation.
- Muscle – chronic compartment syndrome, muscle focal thickening.
- Tendon – tendinopathy, including tendinitis, tendinosis, paratenonitis, tenosynovitis.
- Bursa – bursitis.
- Skin – blister, callus.

#### **A3 Red flag symptoms with regards to suspected spinal injury**

- Symptoms – saddle (perianal/perineal) anaesthesia or paraesthesia, bladder/bowel dysfunction, muscle weakness, foot drop; numbness, bilateral leg pain, severe pain, gait disturbance, radiating pain, fall from a height or impact injury.
- The need for urgent medical referral.

#### **A4 Physiological response to injury**

The phases during the physiological response to injury should be discussed in relation to acute and chronic injuries using specific examples.

- Phase 1 – the inflammatory phase:
  - length of time
  - physiological responses
  - main functions
  - signs and symptoms – pain, swelling, redness, heat, loss of function.

- Phase 2 – the proliferative (tissue formation) stage:
  - length of time
  - physiological responses
  - main functions
  - signs and symptoms.
- Phase 3 – the maturation (remodelling) phase:
  - length of time
  - physiological responses
  - main functions
  - signs and symptoms.

#### **A5 Psychological response to injury**

Psychological responses should be considered in the context of response to injury and response to treatment and rehabilitation.

- Grief response model – denial, anger, bargaining, depression, acceptance.
- Cognitive appraisal model – personal factors, situational factors, cognitive appraisal, emotional response, behavioural response (Brewer, 1994).
- Three categories of response – injury relevant information processing stage, emotional upheaval and reactive behaviour stage, positive outlook and coping stage.
- Stress injury model – Williams and Andersen, (1998).
- Wiese-Bjornstal integrated model (1998).
- Stress response – cognitive appraisal, physiological changes, attentional changes.

#### **Learning aim B: Explore common treatment and rehabilitation methods**

Practical application of common treatment methods should be explored to allow confident and effective application.

##### **B1 Common treatment methods and the need for medical referral**

- First aid – primary and secondary survey, emergency/immediate treatment (priorities, resuscitation, shock, bleeding, unconscious casualty, fractures, prevention of infection, summon qualified assistance), risk assessment, accident reporting procedures/form.
- PRICED – protect, rest, ice, compression, elevation, diagnosis by professional.
- SALTAPS – stop, ask, look, touch, active, passive, strength.
- Other treatments – taping, bandaging, sling, splints, cryotherapy (use of ice), thermal therapy (use of heat), hot/cold therapy.
- Medical referral – for each of the roles of personnel or departments identified below understanding is required of when it should be used for medical referral and when it should not be used ([www.nhs.uk](http://www.nhs.uk)).
- Qualified first aider, paramedic, St Johns Ambulance, use of 111, local accident and emergency department, local minor injuries clinic, general practitioner, physiotherapist, sports therapist, radiology.

##### **B2 Principles of rehabilitation**

Treatment and rehabilitation will be based on accurate assessment diagnosis by a qualified person.

- Stages of rehabilitation:
  - the five Stages of rehabilitation – acute, sub-acute, early rehabilitation, late rehabilitation, functional rehabilitation
  - aims and goals of rehabilitation
  - rationale – for the program to be based on the formulated hypothesis as to why the injury occurred.

- Principles of rehabilitation:
  - ATCISIT – avoid aggravation, timing, compliance, individualisation, specific sequencing, intensity, total patient
  - specific adaptations requires that specific demands be imposed (SAID)
  - pain free.
- Progression of rehabilitation:
  - type of activity, duration of activity, frequency of activity/rest, intensity of activity, complexity of activity
  - regain full range of motion, restore muscle strength, normalise biomechanics, restore high speed, power, proprioception and agility, return to sport.
- Psychological factors associated with rehabilitation:
  - psychological/social factors affecting rehabilitation – personal factors (pain tolerance, mental toughness, self-motivation, independence), situational factors (belief, process and procedures, environment, social support)
  - psychological techniques used to enhance rehabilitation adherence – goal setting, motivational interviewing, social support, education, imagery, self-talk
  - coping resources – avoidance coping, emotion-focused coping, problem-focused coping, stress management skills
  - psychological factors associated with the return to sport – physical stressors, social stressors, performance stressors.
- Monitoring the rehabilitation program:
  - factors to be monitored
  - consideration of adverse effects
  - documentation and recording of information.

### **B3 Methods of rehabilitation**

Methods of rehabilitation should be delivered where possible in a practical context to allow learning to be engaging, and to experience the exploration of progressions and adaptations.

- Methods to improve joint range of motion:
  - methods – continuous passive motion, passive mobilisation, passive exercises, active exercises, active assisted exercises.
- Methods to improve musculotendinous flexibility:
  - methods – stretching, e.g. passive, active, proprioceptive neuromuscular facilitation (PNF).
- Methods to improve muscle conditioning:
  - strength exercises – isometric, isokinetic, isotonic, close chain, open chain
  - power exercises – increase speed of exercise, plyometrics
  - endurance exercises – low load, high repetitions.
- Methods to improve neuromuscular control:
  - methods – proprioception exercises, co-ordination exercises, balance exercises.
- Methods to improve skill acquisition/functionality:
  - exercises – combines strength, power, endurance, flexibility and neuromuscular control that has been achieved in the form of exercise that uses muscle groups in tandem and forms the basis of the sport.

### **Learning aim C: Investigate risk factors which may contribute to sports injuries and their associated prevention strategies**

Intrinsic and extrinsic risk factors to injury should be discussed in relation to the predisposition to acute or overuse injuries. Specific examples should be used.

#### **C1 Extrinsic risk factors**

- Training errors – excessive volume, excessive intensity, rapid increase, sudden change in type, excessive fatigue, inadequate recovery, faulty technique.
- Coaching – poor coaching/leadership, communication, ensuring adherence to rules (foul play) and governing body guidelines.

- Incorrect technique – lifting and handling equipment.
- Environmental factors: conditions – hot and cold, humid, wet; surfaces – hard, soft, cambered; weather effects on surfaces (slippery).
- Clothing and footwear – protective clothing and equipment, sports specific, appropriateness of shoes (design, material, soles, size), worn out.
- Safety hazards – importance of safety checks, environment safety checks, equipment checks, pitch inspections, safety checklists and records, risk assessments.
- Misuse of equipment.
- Inadequate nutrition and hydration.
- Social factors – attitudes and influences of coaches and team managers.

## **C2 Intrinsic risk factors**

- Muscular – muscle imbalance, muscle weakness, leg length discrepancy.
- Lack of flexibility – generalised muscle tightness, focal areas if muscle thickening, restricted range of movement.
- Individual variables – age, fitness level, growth and development, gender, size, body composition, previous injury history.
- Postural defects – lordosis, kyphosis, scoliosis.
- Malalignment – pes planus, pes cavus, rearfoot varus, tibia vara, genu valgum, genu varum, patella alta, femoral neck anteversion, tibial torsion.
- Psychological factors – history of stressors, personality characteristics (locus of control, competitive trait anxiety, resilience, risk taking), achievement motivation, poor coping resources, personal factors.

## **C3 Preventative measures**

- Principles of injury prevention:
  - a sequence of prevention model for sports injuries (Van Mechelen et al., 1992 or Van Tiggelen et al., 2008) introduced as a framework that can be applied in order to reduce the incident of injury
  - a research-based approach to fulfilling information requirements for step 1 and 2 will be required, with step 3 identifying and justifying preventative measures
  - limitations should be understood with regards to the actual implementation of preventative measures and assessing the effectiveness of the introduction of any preventative measures.
- Preventative measures (stage 3 principle):
  - role of the coach – up-to-date knowledge of sport/performer, qualifications, adapt coaching style to performers' ability/age/fitness level, communication
  - equipment and environment – checking equipment, risk assessments, appropriate surfaces, protective equipment, sport-specific equipment, assessment of environmental conditions
  - performer preparation – warm-up/cool down; stretching; sports massage
  - appropriate training: principles of training; training methods; strength and conditioning; core stability
  - correction of biomechanical abnormalities – referral to strength and conditioning coach, core stability, stretching, referral to podiatrist for shoe modification, leg length
  - other measures – taping and bracing, nutrition, adequate recovery, psychological intervention.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand common sports injuries and their associated physiological and psychological responses</b>		
<p><b>A.P1</b> Discuss common acute, overuse sports injuries and symptoms, and red flag symptoms.</p> <p><b>A.P2</b> Explain how the body responds physiologically and the mind psychologically to sports injuries.</p>	<p><b>A.M1</b> Assess common acute, overuse sports injuries and symptoms, with specific examples of injury mechanism and aetiology.</p> <p><b>A.M2</b> Assess the physiological and psychological response to sports injuries, with regard to the stages of injury, using specific examples.</p>	<p><b>A.D1</b> Analyse common sports injuries and symptoms, and the physiological and psychological responses to these with specific examples of injury mechanism and aetiology.</p>
<b>Learning aim B: Explore common treatment and rehabilitation methods</b>		
<p><b>B.P3</b> Apply appropriate protocols when performing a range of common treatment methods to four contrasting scenarios.</p> <p><b>B.P4</b> Design a progressive appropriate rehabilitation programme for a specific sports injury.</p>	<p><b>B.M3</b> Apply appropriate protocols in a confident and effective manner when performing a range of common treatment methods to four contrasting scenarios.</p> <p><b>B.M4</b> Design a detailed safe and appropriate rehabilitation programme for a specific sports injury, including adaptations and alternatives.</p>	<p><b>B.D2</b> Justify the rehabilitation programme design, including future recommendations and considerations.</p>
<b>Learning aim C: Investigate risk factors which may contribute to sports injuries and their associated prevention strategies</b>		
<p><b>C.P5</b> Explain how extrinsic and intrinsic risk factors contribute to sports injuries and how they can be prevented, using specific examples.</p>	<p><b>C.M5</b> Assess preventative measures for intrinsic and extrinsic risk factors selected, using specific examples.</p>	<p><b>C.D3</b> Analyse intrinsic and extrinsic risk factors which may contribute to sports injuries, using the sequence of prevention model.</p> <p><b>C.D4</b> Evaluate the importance of sports injury management, justifying its role in helping sports performers prevent or overcome common sports injuries.</p>

## Essential information for assignments

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

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.M2, A.D1)

Learning aim: B (B.P3, B.P4, B.M3, B.M4, B.D2)

Learning aim: C (C.P5, C.M5, C.D3, C.D4)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- suitable first-aid equipment, including taping, bandages, slings, splints, ice and thermal packs
- suitable rehabilitation equipment, for example wobble board, stability disc, stability ball, bosu, resistance bands and tubes, balls, reaction balls, cones, poles, stopwatch, whistle, free weights, kettlebells, medicine ball, mat, rebounder, skipping rope, jump ropes, balance beam, tow ropes, parachutes, speed resistance bands, step, viper belt, hurdles.

### Essential information for assessment decisions

#### Learning aim A

Learners will produce a report or presentation that addresses common sports injuries, their associated signs and symptoms and the physiological and psychological responses to them. The report will be professionally presented using headings and annotation such as pictures and diagrams to support explanations. Accurate spelling and grammar will be evident, as well as authentication through referencing.

**For distinction standard**, learners will demonstrate analysis by including a detailed examination of a clear breakdown of the theory when addressing physiological and psychological responses, and the relationships among common acute and overuse injuries, their symptoms, and injury mechanisms, and aetiology.

The information presented will be factually correct. Use of concise written language, correct terminology and language is evident.

**For merit standard**, learners will discuss all aspects of their chosen five acute and five overuse injuries, by demonstrating understanding of the aetiology and mechanism of injury for each injury. This could be supported by annotated diagrams and pictures.

Learners will discuss the physiological and psychological responses in conjunction with the stage(s) of injury and use of specific injury examples. The discussion can address different aspects of the responses, how they inter-relate and the extent of importance.

There will be few inaccuracies relating to the use of terminology and the explanations will be clear, succinct and easy to understand. Specific examples will be used to support discussions.

**For pass standard**, learners will understand acute and overuse injuries, including clear differentiation of acute and overuse injuries. Learners will demonstrate an understanding of the specific injuries selected, with regards to common signs and symptoms of the injury. Common signs and symptoms could include general signs of acute or overuse, as well as signs specific to the chosen injury.

Learners must cover at least five acute injuries, i.e. bone, muscle strain/tear, ligament strain/tear, articular cartilage and joint, and five overuse injuries, i.e. bursa, ligament, muscle, tendon and bone. Learners are free to choose the acute and overuse injuries from the content.

Learners will describe the red flag symptoms with regards to suspected spinal injury and medical referral. All ten red flag symptoms as shown in the unit content must be identified, with descriptions evident. Learners may wish to display the red flag symptoms visually using headings, annotation and text boxes containing descriptions.

Learners will include evidence of an understanding of the physiological responses to injury. The three phases, inflammatory, proliferative and maturation will all be clearly addressed with a sound explanation of what occurs in each phase and how.

Learners will include evidence of an understanding of the psychological responses to injury. Learners must explain the five stages within the grief response, all three categories of response, different reactions to injury and the setting of goals.

The report may have occasional inaccuracies with regards to terminology and explanations, but the information must be largely factually correct. There will be clear indication that five acute and five common sports injuries, with signs and symptoms and physiological and psychological responses to injury, have been examined.

Annotation such as diagrams and pictures is encouraged to support learners' explanations.

### Learning aim B

Learners will be given four contrasting scenarios, for example unconscious casualty, treatment for bleed and shock, fracture and sprain/strain. The scenarios given will allow learners to practically demonstrate a wide range of the related unit content, and to take one scenario to develop a safe and appropriate rehabilitation programme, for example the scenario regarding sprain/strain. They will decide how to treat each injury, and demonstrate confident and safe application of relevant common treatment methods and protocols. The scenarios issued will be contrasting, for example scenario one may relate to an unconscious casualty or bleed, scenario two will need to be of an appropriate nature to allow different common treatment methods and protocols to be administered, and provide scope for learners to devise a rehabilitation plan incorporating the breadth of unit content, i.e. sprained ankle, grade 1/2 muscle tear.

The evidence of the practical activity could include video recording or annotated photographs.

**For distinction standard**, learners will justify the rehabilitation programme design, as well as future recommendations and considerations. They will address the appropriateness of the scenario selected for the design of a rehabilitation programme and address why the programme is appropriate to meet the aim and goals. Learners will be applying their theoretical knowledge of principles and methods of rehabilitation to the practical design of the programme.

The information presented will be factually correct. Use of concise written language, correct terminology and language will be evident.

**For merit standard**, learners will confidently and effectively apply appropriate protocols when demonstrating common treatment methods.

In order to be effective, the treatment will need to be applied following the correct procedure and have the capability of producing the immediate expected/intended result if the treatment were to be applied in a real-life situation. For example, when treating a lower limb bleed, the limb must always be elevated above the heart to have an optimum effect of reducing the blood flow. If this does not occur, the effectiveness of the treatment can be questioned. To ascertain a confident application, there is no hesitation when applying the treatment method and no uncertainty of how to apply the treatment.

Learners will design a safe and appropriate rehabilitation programme. In order for the rehabilitation programme to be safe, it will need to have the capability of producing the expected/intended result if the rehabilitation programme were to be applied in a real-life situation. Programme detail will address and encompass all aspects of rehabilitation programme design, including aims and goals, rationales, application of principles, progressions and monitoring. All aspects of methods of rehabilitation are included and detailed, including a statement regarding the consequences of inadequate rehabilitation. Adaptations and alternative exercises could be included and documented. Learners will also detail psychological factors that surround participation in rehabilitation programs. The programme would be considered safe if used in a realistic environment.

The terminology used will be accurate and the explanations will be clear, succinct, easy to understand and will demonstrate progression. Specific examples will be used with appropriate annotation.

**For pass standard**, learners will apply appropriate protocols when demonstrating common treatment methods in a simulated environment. The assessor could orally question learners to ascertain the need for medical referral and to whom referral will be made. The evidence produced from the practical activity could include video recording, or annotated photographs of both simulations and oral questioning, and be accompanied by appropriate observation statements in order to comply with quality assurance requirements.



Learners may show some nervousness or indecision when performing the treatment methods. Learners will take one scenario and design a progressive, appropriate rehabilitation programme for a specific sports injury. The scenario issued must allow the rehabilitation programme to address all five stages of rehabilitation, principles and methods of rehabilitation. Learners will provide additional annotation of psychological factors monitoring of the rehabilitation programme. There may be some inaccuracies relating to the use of terminology and the explanations may lack clarity in some areas. Specific examples can be used with appropriate annotation.

To ascertain appropriateness, the programme must have a clear aim and rationale, show logical progression through the five stages of injury, when applying methods, principles and progressions, to address all areas – joint range of motion, flexibility, muscle conditioning, neuromuscular control and skill acquisition/functional exercises. An awareness and understanding of rehabilitation programme design will be evident in order to determine it 'safe', although occasional inaccuracies may be apparent.

### Learning aim C

**For distinction standard,** learners will present careful consideration of a range of risk factors (at least four to five internal and external) that may contribute to sports injuries and their associated prevention strategies. This will be through analysis using the sequence of prevention model for sports injuries.

Learners will evaluate the wider context of sports injury management and justify its role in helping sports performers prevent or overcome common sports injuries. They will use specific examples to support conclusions on the importance of sports injury management techniques and the possible consequences for sports performers who do not have access to sports injury prevention methods and/or rehabilitation programmes.

The information will be factually correct, use concise written language and evidence correct terminology and language.

**For merit standard,** learners will discuss preventative measures for extrinsic and intrinsic factors, using specific examples. Different aspects are considered and an understanding of the inter-relationship of risk factors and preventative strategies is demonstrated.

There may be a few factual inaccuracies in the overall response, although the terminology used will have few inaccuracies. Learners' discussion will be easy to understand and will flow clearly.

**For pass standard,** learners will demonstrate an understanding of a wide range of intrinsic and extrinsic risk factors, using specific examples. A wide range will be determined by the extended scope and depth of factors covered. For example, 50 per cent of factors from the intrinsic and extrinsic sub categories may be addressed, covering the majority of factors within each sub category in depth, or all sub categories are addressed within the scope, including numerous but not all factors within each sub category. Learners will show clear detail and provide justified reason and/or evidence. Learners' comprehension of risk factors will be demonstrated clearly.

Learners will identify associated preventative measures for each intrinsic and extrinsic risk factor, using specific examples.

The essay may have occasional inaccuracies with regards to terminology.

## Links to other units

This unit links to:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 5: Application of Fitness Testing
- Unit 8: Coaching for Performance
- Unit 10: Sports Event Organisation
- Unit 12: Self-employment in the Sports Industry
- Unit 13: Instructing Gym-based Exercise
- Unit 14: Exercise and Circuit-based Physical Activity
- Unit 15: Instructing Exercise to Music
- Unit 16: Instructing Water-based Exercise
- Unit 19: Development and Provision of Sport and Physical Activity.

## Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities, for example guest speakers.

# Unit 18: Work Experience in Active Leisure

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners prepare for, undertake and reflect on a work placement in the sports industry.

## Unit introduction

For anyone wishing to enter the active leisure job market, it is likely they will be more successful in finding employment if they can demonstrate completion of work experience in a relevant and meaningful role. Demonstrating to a future employer that they already have some knowledge and experience of the work and role is likely to improve their employability considerably.

In this unit, you will prepare for your work experience placement, including the creation of a work experience action plan, setting personal and work-related aims and outcomes which you will work towards during your active leisure work experience placement. You will select a suitable placement in active leisure, matching your skills and sports interests to a specific job. You will complete an application and interview process for your chosen active leisure work experience organisation. During your placement you will apply generic and technical skills and knowledge developed throughout the BTEC Level 3 Sport qualification when performing work-related tasks and activities. You will review your work experience performance against the aims and outcomes set as part of your action plan. You will conduct research into your active leisure organisation and similar organisations to identify key information and opportunities they may offer. Finally, you will review the impact of your work experience placement on your career aspirations and development.

These activities will prepare you to enter a variety of careers in the sport sector. The knowledge and skills gained will help shape your development and aspirations for your career in sport.

## Learning aims

In this unit you will:

- A** Undertake in-depth preparation for an active leisure work experience placement
- B** Undertake a job application process for an active leisure work experience placement
- C** Carry out work experience tasks to meet set objectives from work experience action plan
- D** Investigate the impact of an active leisure work experience placement on career development.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Undertake in-depth preparation for an active leisure work experience placement	<b>A1</b> Work experience action plan <b>A2</b> Selection of an appropriate sports industry work experience placement	<p>A completed work experience action plan.</p> <p>A report justifying learners' suitability for a specific sports industry work experience placement. Supported by SWOT (strengths, weaknesses, opportunities, threats) analyses.</p>
<b>B</b> Undertake a job application process for an active leisure work experience placement	<b>B1</b> Completion of the application and interview process for a specific active leisure work experience placement	A report that evaluates learners' performance in all aspects of the job application and interview process. Supported by evidence from interview and supporting application documents.
<b>C</b> Carry out work experience tasks to meet set objectives from work experience action plan	<b>C1</b> Work experience tasks <b>C2</b> Work shadowing and observation	A self-appraisal report that analyses learners' performance in the sports industry work experience placement, supported by observation of learners on work placement carrying out tasks and activities, evidenced by observation report signed by assessor.
<b>D</b> Investigate the impact of an active leisure work experience placement on career development	<b>D1</b> Review the impact of the sports industry work experience placement on own career development <b>D2</b> Undertake research into active leisure organisations <b>D3</b> Reflect on how career aspirations may have been influenced by the work experience in active leisure	<p>A report or presentation based on independent research into the work experience organisation and other similar sports industry organisations.</p> <p>A report that evaluates the impact of all stages of the work experience placement process on learners' career development, from application through participation to review, supported by an updated work experience action plan.</p>

## Content

### Learning aim A: Undertake in-depth preparation for an active leisure work experience placement

#### A1 Work experience action plan

This plan should include short-term, personal and work-related development aims and outcomes to be achieved during sports industry work experience placement.

- Pre-placement self-evaluation:
  - current career aspirations, sports interests
  - skills – personal and sports-specific
  - prior knowledge and experience, levels of expertise, e.g. qualifications in sports-based or sports-related activities, personal qualities.
- Completed action plan – self-assessment summary statements, e.g. current career motivators, skills, competencies etc. to be developed, a vision of future career direction, short-, medium- and long-term career goals, development activities and experiences, actions required, success criteria, target completion dates, resources required to achieve goals, aims and outcomes.
- Work placement aims and outcomes (short-term goals) – aims of placement, SMART(ER) (specific, measurable, achievable, realistic, time-related, exciting OR evaluated, recorded OR reviewed) outcomes of placement.
- Generic work-related skills, e.g. communication, working with others, problem solving, organisational skills, working to deadlines, management and leadership, negotiating, motivating people, making decisions, research skills.
- Technical work-related skills – linked to the performance of work-based tasks and activities, e.g. planning, setting up and delivering coaching or activity sessions, dismantling and checking equipment and resources, assisting with accident and emergency procedures, dealing effectively and courteously with colleagues, customers and clients, helping to plan and review a personal training programme, demonstrating leadership skills.

#### A2 Selection of an appropriate sports industry work experience placement

- Research possible appropriate work experience placements.
- Identify jobs that may fit the outcomes of the work experience action plan.
- Complete SWOT analysis for each job.

### Learning aim B: Undertake a job application process for a work experience placement

#### B1 Completion of the application and interview process for a specific active leisure work experience placement

- Application methods (relevant to the work experience organisation) – online, paper-based application form, personal statement, curriculum vitae (CV) and covering letter, letter of application.
- Map skills and personal qualities to a job specification and/or person specification.
- Interview types, e.g. group, individual, interview only, interview with presentation, interview with micro-coach, interview with task performance.
- Interview preparation – research organisation, match competencies, capabilities, skills and qualities on CV/personal statement to those required on the job/person specification, prepare answers to common questions, prepare questions to ask interviewer.
- Interview participation – use of verbal and non-verbal communication skills, personal presentation.

## **Learning aim C: Carry out work experience tasks to meet set objectives from work experience action plan**

### **C1 Work experience tasks**

- Assisting and participating in sport-specific work-related tasks, e.g. coaching, mentoring, leading, instructing, setting out of equipment for sports events or activities and clearing it away, cleaning, maintenance.
- Assisting and participating in general work-related tasks, e.g. working as part of a team, problem solving, communication, following instructions, completing tasks following guidelines and within timescales, using ICT, following health and safety practices, asking for help.
- Promoting person-centred approaches.
- Importance of supervision in work experience.
- Using work experience reflective journals to link theory with practice, reflecting on how work experience placement influences own professional development.

### **C2 Work shadowing and observation**

- Work shadowing different professionals, as appropriate.
- Observing specific procedures, as appropriate.
- Working relationships and agreed ways of working in active leisure.
- Reflecting on work practice and procedures used within the work experience organisation.

## **Learning aim D: Investigate the impact of an active leisure work experience placement on career development**

### **D1 Review the impact of the sports industry work experience placement on own career development**

Learners will apply necessary skills and/or knowledge and understanding to effectively complete work-related tasks and demonstrate progress in meeting aims and SMART(ER) outcomes during their work experience placement in sport.

- Work experience review:
  - opportunities to apply generic knowledge/skills learnt on course, e.g. working with others, customer interaction/delivering service, problem solving, communication, following instructions, completing tasks following guidelines and within timescales, following health and safety practices
  - opportunities to apply technical knowledge/skills, e.g. coaching, mentoring, leading, instructing, setting out of equipment for sports events or activities and clearing it away, cleaning, maintenance
  - key achievements linked to the action plan and short-term SMART(ER) aim and outcomes
  - the impact that the development of the skills and knowledge above has on learners' career development.

### **D2 Undertake research into active leisure organisations**

Research into own active leisure work placement organisation and other organisations that have a similar purpose and offer similar job roles, services and/or products.

- Research into active leisure organisations:
  - organisation history, structure, mission, aims, culture, workplace roles and responsibilities, agreed standards of personal behaviour and presentation applied by the organisation
  - opportunities that the organisation offers for development of own skills and knowledge.

**D3 Reflect on how career aspirations may have been influenced by the work experience in active leisure**

Use self-reflection, evidence from workplace, research into workplace organisation and other similar sports industry organisations, and comments from employer and colleagues to inform this process.

- Reflection parameters:
  - career choice and pathway confirmed by taking part in work experience
  - affirmed, or changed career aspirations
  - information on the next steps required to pursue career choice.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Undertake in-depth preparation for an active leisure work experience placement</b>		<b>A.D1</b> Justify the appropriateness of the selected active leisure work experience placement against career aspirations and development identified in work experience action plan.
<b>A.P1</b> Create a fit-for-purpose work experience action plan. <b>A.P2</b> Summarise own suitability for the chosen active leisure work experience placement.	<b>A.M1</b> Explain how a chosen active leisure work experience placement is relevant to own career development as identified in work experience action plan.	
<b>Learning aim B: Undertake a job application process for an active leisure work experience placement</b>		<b>B.D2</b> Evaluate own performance in the job application and interview process, justifying strengths, areas for improvement and the next steps necessary to make the identified improvements required.
<b>B.P3</b> Assess own performance in the job application and workplace placement selection interview process.	<b>B.M2</b> Analyse own performance in the job application and interview process.	
<b>Learning aim C: Carry out work experience tasks to meet set objectives from work experience action plan</b>		<b>CD.D3</b> Evaluate the impact of preparing for, participating in, and reviewing an active leisure work experience placement on own future plans for personal and professional development, justifying further opportunities that this and similar organisations could provide to develop own skills and knowledge.
<b>C.P4</b> Demonstrate work-related skills to meet set objectives for work experience tasks.	<b>C.M3</b> Demonstrate work-related skills with confidence and proficiency to meet objectives in different situations.	
<b>Learning aim D: Investigate the impact of an active leisure work experience placement on career development</b>		
<b>D.P5</b> Discuss chosen active leisure work experience organisation providing evidence of research into history, structure, culture and opportunities offered by its business. <b>D.P6</b> Review own work experience performance, identifying strengths, areas for improvement and impact on own career development.	<b>D.M4</b> Compare roles and opportunities offered by chosen active leisure work experience organisation to other similar organisations. <b>D.M5</b> Analyse own work experience performance in applying work-related skills and impact on own career development, providing recommendations for future development.	



## Essential information for assignments

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

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

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

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

Learning aims: C and D (C.P4, D.P5, D.P6, C.M3, D.M4, D.M5, CD.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to appropriate active leisure organisations that will provide a diverse range of appropriate sports-based and sports-related work experience placements for a minimum of 20 hours. These could include local authority sports centres, private health and fitness clubs, voluntary sports clubs, outdoor and adventurous activity centres or sports development organisations. Employers must be willing to engage in all aspects of the work experience programme, providing learners with support, guidance and feedback when required.

Learners may require considerable support in finding and applying for a suitable placement. This will apply specifically to the job search, application and interview process.

Learners must also have access to resources, materials and advice, particularly regarding the skills required in the job application and interview process, and local labour market information.

### Essential information for assessment decisions

#### Learning aim A

Learners will create a work experience action plan and will carry out research into suitable active leisure organisations.

**For distinction standard,** learners will be able to comprehensively justify, using specific outcomes from their work experience action plan, SWOT analysis and the job specification, the appropriateness of their selected work experience placement. They will also justify how and why it will contribute towards the short-, medium- and long-term aims and outcomes to further their career aspirations and development.

**For merit standard,** learners will be able to explain clearly, using the outcomes of their work experience action plan, the SWOT analysis and the job specification, how their selected work experience placement is relevant to the short-, medium- and long-term aims and outcomes of their career development as specified in their action plan.

**For pass standard,** learners will create a fit-for-purpose work experience action plan that includes long-, medium- and shorter-term aims and SMART(ER) outcomes. This will include specific work-related skills and associated success criteria relating to personal development and/or the application of work-related skills and knowledge to carry out work-related tasks and activities.

In order for the plan to be fit-for-purpose, the set aims and SMART(ER) outcomes will take into account both the nature and range of the work-related tasks. It will also take into account other activities that will be carried out during the work experience placement, and the results of the outcomes of the work experience action plan and the SWOT analysis.

Learners will summarise their suitability for their selected work experience placement, linking the short-, medium- and long-term outcomes of their work experience action plan, job specifications and SWOT analysis in order to select the most appropriate job for a work experience placement. However, there is little or no attempt to examine how (in what ways) or why (for what reasons) the placement meets the requirements of their career development.

#### Learning aim B

Learners will complete a full job application for the active leisure organisation that they selected following their research in learning aim A.

Learners must complete all aspects of the application process, including application documentation, for example application form, covering letter and CV. Learners must also take part in an interview with an employer or appropriate substitute, in order to assess their performance in an authentic situation. If the employer is not available the centre must arrange for a suitable replacement, for example the careers education and guidance advisor, to carry out a simulated interview.

**For distinction standard**, learners will independently complete all the relevant documentation required by their work experience organisation. This will include application forms (including online forms), personal statements, CVs, letter of application, covering letters etc. Documents must be completed accurately and be clearly tailored to fit the requirements of the work experience organisation. Evidence must include the final relevant application documentation and comments from the employer.

Learners' evaluations of their performance in the job application and interview process should be comprehensive and accurate. Learners will use the full range of evidence to support their comments and reference it appropriately. Their performance in all of the relevant stages of the process will have been fully evaluated, highlighting what went well, identifying areas for improvement and outlining the next steps necessary to make the improvements identified. The next steps for improvement should be realistic and fully justified by using the full range of evidence sources.

This process offers exceptionally good opportunities for formal English and/or functional skills assessments.

**For merit standard**, learners' analysis of their performance in the job application and interview process should be detailed and accurate. The evidence should support comments made by learners and should be referenced appropriately. Their performance in all of the relevant stages of the process will be analysed and the relationships between their performance and outcomes will be examined. Next steps for improvement will be realistic and referenced by using a range of evidence sources. Learners will detail how improvements will be made, but there is little or no attempt to detail why improvements are necessary.

**For pass standard**, learners will demonstrate application of the full range of interview skills, conducting themselves appropriately at all times. Evidence could include witness statements and/or observation records, including employer comments. If learners, for whatever reason, are unable to attend the interview with an employer, use can be made of mock interview evidence and teacher observations.

Learners' assessments of their performance in the job application and formal employer interview process are carefully considered with clear evidence of reflection. In support of their assessment, learners provide application process documentation, such as a letter of application, a personal statement and CV. Learners tailor the relevant documents to meet specific requirements as detailed in the job specification. All documents are expected to be clear and concise, with correct spelling, forms filled out correctly, and use appropriate language and terminology.

The evidence may not fully support comments made by them or they have made little attempt to use evidence to support their comments. Their performance in all of the relevant stages of the process may not have been reflected upon. Next steps for improvement, if identified, are simplistic and unexplained. Learners do not attempt to explain how or why improvements could be made.

### Learning aims C and D

For learning aim C, learners must be given a witness statement from a workplace supervisor that describes, in sufficient detail for the assessor to make a judgement, how learners carried out the required activities. Alternatively they should be given an assessor observation record that details how learners carried out the required activities and how they met the assessment criteria.

For learning aim D, learners will carry out a self-appraisal that details the extent of their performance in using work-related skills to carry out work-related tasks and activities. They must complete independent research into their own and other active leisure organisations. Finally, they will review the impact of the work experience process and outcomes on career development. This will require learners to return to their work experience action plan and analyse it, if it has been changed in any way, positively or negatively. To do this they will have to review the entire range of their experiences prior to and during work experience, and reflect on changes to attitudes and aspirations as a result of their experience of applying for and participating in work. The outcomes of their self-appraisal of their performance in using work-related skills can be used to underpin their review.

**For distinction standard,** learners will present an evaluation of the impact all stages of the work experience process has had on their own skills and career development. They will do this by clearly linking the outcomes from their work experience action plan, to their progress made towards achieving aims and outcomes before, during and after the work experience placement. They will use specific evidence from the full range of sources available to them to evaluate how and why significant career development has been made. Learners will justify the relevance of their career development next steps, giving clear reasons how and why those next steps need to be taken. They will update their work experience action plan accordingly.

Learners will present research on their work experience organisation, which contains information that has been gathered independently. They will provide comprehensive, highly detailed and accurate information on all aspects of the work experience organisation, indicating that in-depth research has been carried out. Learners will evaluate the key strengths of the organisation and use a wide range of relevant evidence from a variety of sources to support their observations, such as marketing materials, leaflets, newsletters, information posters. They may be able to identify areas of potential improvement, particularly if they have used suitable evidence gathering methods, such as questionnaires. However, they may not be able to fully explain how these improvements would be carried out. The research contains a wide range of supporting evidence.

Learners will use their comparisons of the roles and opportunities offered by this and similar organisations, along with their knowledge of the impact that the work experience has had on their skills, development and career aspirations to evaluate future opportunities and to further develop their generic and technical work-related skills and knowledge.

**For merit standard,** learners will show the required attributes necessary for their work experience placement. They should select and deploy appropriate techniques, processes and skills with increased confidence and proficiency to meet set objectives in different work experience situations. Learners will modify techniques and processes to suit different situations and to deal with contingencies. For example, they must select and use appropriate communication methods to suit particular audiences, such as interacting with customers or contributing to a team meeting. They must manage their time to prioritise activities and progress towards required outcomes.

Learners will use the knowledge, skills and understanding gained from across their learning to select and justify solutions regarding how work experience tasks can support their personal and professional development. Learners must monitor their achievement against their work experience plan to ensure the relevance of targets, and must reflect actively on evidence of their performance using feedback from others.

Learners will independently research and compare the roles and opportunities offered by their workplace organisation to those of another, similar organisation. They will highlight similarities, differences, strengths and areas for improvement in the contrasting offers, and attribute value to these. The comparison and judgements are supported by a range of evidence.

Learners will provide a self-appraisal that clearly analyses how, why and where they have identified their skills, strengths and areas for improvement. Next steps for development are clearly focused and fully justified. A wide range of relevant evidence is used from a variety of sources to support observations and comments.

Learners will analyse the impact of work experience on their career development by clearly linking the outcomes from their career development action plan to their progress made towards achieving aims and outcomes during work experience. They will use relevant evidence from a range of sources to judge how meaningful career development has been made. Learners will select and explain appropriate career development next steps. They will update their work experience action plan accordingly.

**For pass standard,** learners will carry out tasks and activities fully, correctly and safely to achieve the desired outcomes. Learners must select appropriate techniques, processes or skills in well-defined situations, and review the success of these. They must identify the responsibilities of staff in the placement and relate this knowledge to occupational roles and organisational structures. They must communicate using appropriate English and vocational language and respond to communication from others. They must time manage their work effectively and manage outcomes.

Learners must maintain structured records of their work experience that show how they have planned opportunities to develop their skills and gain feedback on their performance from others.

Learners will independently research information on their work experience placement. This research provides basic information on all aspects of the work experience organisation, including history, structure, culture and opportunities for development, indicating that minimal research has been undertaken. The research has little, or no, supporting evidence.

Learners will provide a self-appraisal in which they review their strengths, identify areas for improvement and indicate areas for further development. The appraisal may be supported by evidence collected in the workplace, for example witness testimony or products resulting from work. There is little or no attempt to use evidence to support observations and comments. Next steps for development, if identified, are simplistic and unexplained. Learners do not attempt to explain how or why development is necessary.

Learners will explain the impact of work experience on their career development by linking the outcomes from their work experience action plan, to their progress made towards achieving aims and outcomes during work experience. Learners will select appropriate career development next steps which are noted in their work experience action plan.

### Links to other units

This unit links to:

- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry
- Unit 4: Sports Leadership
- Unit 5: Application of Fitness Testing
- Unit 8: Coaching for Performance
- Unit 10: Sports Event Organisation
- Unit 11: Research Project in Sport
- Unit 12: Self-employment in the Sports Industry
- Unit 13: Instructing Gym-based Exercise
- Unit 14: Exercise and Circuit-based Physical Activity
- Unit 15: Instructing Exercise to Music
- Unit 19: Development and Provision of Sport and Physical Activity.

### Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities.

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

- guest speakers and interview opportunities
- work experience
- own business material as exemplars
- opportunities to visit suitable businesses.



## 4 Planning your programme

### How do I choose the right BTEC National qualification for my learners?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme, and that they take the right pathways or optional units that allow them to progress to the next stage.

If a learner is clear that they want to progress to the workplace they should be directed towards an occupationally-specific qualification, such as a BTEC National Diploma, from the outset.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC National Certificate or Extended Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC National Diploma or Extended Diploma, for example for their second year.

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

As a centre, you may want to teach learners who are taking different qualifications together. You may also wish to transfer learners between programmes to meet changes in their progression needs. You should check the qualification structures and unit combinations carefully as there is no exact match among the different sizes. You may find that learners need to complete more than the minimum number of units when transferring.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### Is there a learner entry requirement?

As a centre it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- five GCSEs at good grades and/or
- BTEC qualification(s) at Level 2
- achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

### What is involved in becoming an approved centre?

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

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

New staffing and approval requirements, in line with CIMSPA guidelines, are being introduced and will apply to centres delivering the course with new registrations from September 2017. (It will not affect learners who are currently registered on the course).

## Staffing requirements

All Teachers/Tutors, Assessors and Internal Verifier/ Quality Assurance Staff must:

- Possess specific qualifications (see below).
- Have relevant industry experience.
- Have knowledge of and a commitment to the Exercise and Fitness Code of Ethical Practice.
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years.
- Be knowledgeable of the Active Leisure, Learning and Wellbeing framework of qualifications.

## The Teacher/Tutor

The person delivering the following units listed will need to have the relevant industry recognised qualification(s):

<b>BTEC Fitness Services Units</b>	<b>Industry Qualification</b>
Unit 13 Instructing Gym-based Exercise	Recognised Gym Instructor Level 2.
Unit 14 Exercise and Circuit-based Physical Activity	Recognised Circuits Instructor Level 2.
Unit 15 Instructing Exercise to Music	Recognised Exercise to Music Instructor Level 2.
Unit 16 Instructing Water-based Exercise	Recognised Aqua Instructor Level 2.

The teacher/tutor will have relevant industry experience. In addition, they will need to have or be working towards a valid teaching qualification.

## The Assessor

The assessor must meet the same requirements as the teacher/tutor. In addition the assessor will need to have or be working towards a recognised assessing qualification such as an A1 (previously known as a D32/33).

The assessor may also be the teacher/tutor for the unit/qualification.

## The Internal Verifier

The Internal Verifier must meet the same requirements as the assessor. In addition, the internal verifier will need to have or be working towards a recognised internal verifier qualification such as a V1 (previously known as D34).

In most cases the tutor will also be the assessor. The IV cannot have been involved in the process of the delivery or assessment of the learners for the unit that they are internally verifying. Centres may employ external staff to deliver, assess and IV on this qualification if required.

## Alternative qualifications if centres are unable to meet staffing requirements for Pearson BTEC Level 3 National Diploma in Fitness Services

If centres are unable to meet the revised approval conditions an option available to centres would be to register learners to the *Pearson BTEC Level 3 National Diploma in Sport (720 GLH) 603/0460/1* instead. This qualification is the same size, offers some overlap of units with the Fitness Services qualification, and has been included on the list for performance points in 2019. It is also not subject to any of the new staffing and approval requirements, so if in September 2017 centres prefer to register all their new learners on this qualification instead, they can do so.

## How to apply for approval to run Pearson BTEC Level 3 National Diploma in Fitness Services (720 GLH) (601/7215/0)

Centres will be required to demonstrate evidence of teaching staff expertise as part of the approval process.



If you're already an approved Pearson centre, or are a new centre who would like to offer this qualification, you can find out how to gain approval to offer vocational qualifications at: <http://qualifications.pearson.com/en/support/support-topics/centreadministration/qualification-approval.html/EO>

As part of the requirements of the programme are to involve employers in delivery this should support centres in ensuring that they are following up to date practices when delivering the programme.

## What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver BTEC Nationals. For some units, specific resources are required. This is indicated in the units.

## How can myBTEC help with planning for these qualifications?

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, such as choosing a valid combination of units, creating assignment briefs and creating assessment plans. For further information see *Section 10*.

## Which modes of delivery can be used for these qualifications?

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

## What are the requirements for meaningful employer involvement?

### Requirements

This BTEC National Diploma in Fitness Services has been designed as a Tech Level qualification. As an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. Involvement should be with employers from the sport sector and should form a significant part of the delivery or assessment of the qualification. Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level in the first term each year as part of the annual quality management review process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will be monitored also at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure additional activities can be scheduled where necessary so learners are not disadvantaged (see *Section 8: Quality assurance*).

We know that the vast majority of programmes already have established links with employers. In order to give you maximum flexibility in creating and strengthening employer involvement, we have not specified a particular level of input from employers. However, meaningful employer involvement, as defined below, should contribute significantly to at least **two** units of which one must be a mandatory unit.

The following units provide the opportunity to link delivery and/or assessment to employers:

- Unit 3: Professional Development in the Sports Industry
- Unit 4: Sports Leadership
- Unit 14: Exercise and Circuits-based Physical Activity
- Unit 17: Sports Injury Management
- Unit 18: Work Experience

There are suggestions in many of the units about how employers could become involved in delivery and/or assessment. These suggestions are not exhaustive and there will be other possibilities at local level.

Employer involvement in these units is subject to verification as part of the standards verification process (see *Section 8*).

## Definition

Activities that are eligible to be counted as meaningful engagement are:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification
- projects or assessments set with input from industry practitioners
- master classes or guest lectures from industry practitioners
- 'expert witness' reports from practitioners that contribute to the assessment of a learner's work.

There may be other ways in which learners can benefit from contact with employers or prepare for employment, such as listening to careers talks or working in simulated environments. While they provide benefits to learners they do not count as meaningful engagement.

## Support

It is important that you give learners opportunities that are high quality and directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice.

## What support is available?

We provide a wealth of support materials, including curriculum plans, delivery guides, authorised assignment briefs, additional papers for external assessments and examples of marked learner work.

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

For further details see *Section 10*.

## How will my learners become more employable through these qualifications?

All BTEC Nationals are mapped to relevant occupational standards (see *Appendix 1*).

In the mandatory content and the selected optional units that focus on technical preparation learners will be acquiring the key knowledge and skills that employers need. Also, employability skills, such as team working and entrepreneurialism, and completing realistic tasks have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

# 5 Assessment structure and external assessment

## Introduction

BTEC Nationals are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *external assessments* which are set and marked by Pearson:

- mandatory units have a combination of internal and external assessments
- all optional units are internally assessed.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from employers and higher education.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. Some units are defined as synoptic units (see *Section 2*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which they will be expected to apply learning from a range of units. Synoptic units may be internally or externally assessed. Where a unit is externally assessed you should refer to the sample assessment materials (SAMs) to identify where there is an expectation that learners draw on their wider learning. For internally-assessed units, you must plan the assignments so that learners can demonstrate learning from across their programme. A unit may be synoptic in one qualification and not another because of the relationship it has to the rest of the qualification.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 7*.

## Internal assessment

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

## External assessment

A summary of the external assessment for this qualification is given in *Section 2*. You should check this information carefully, together with the unit specification and the sample assessment materials, so that you can timetable learning and assessment periods appropriately.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment you will want to take account of required learning time, the relationship with other external assessments and opportunities for retaking. You should ensure that learners are not entered for unreasonable amounts of external assessment in one session. Learners may resit an external assessment to obtain a higher grade of near pass or above. If a learner has more than one attempt, then the best result will be used for qualification grading, up to the permitted maximum. It is unlikely that learners will need to or benefit from taking all assessments twice so you are advised to plan appropriately. Some assessments are synoptic and learners are likely to perform best if these assessments are taken towards the end of the programme.

## Key features of external assessment in sport

In sport, after consultation with stakeholders, we have developed the following.

- *Unit 1: Anatomy and Physiology*, will contain short- and long-answer questions that will assess learners' understanding of anatomy and physiology and how the different systems of the body can affect sports performance.
- *Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing*, learners will interpret lifestyle factors and health screening data to create and justify a fitness training programme based on these interpretations. The task will require learners to develop and justify a training programme that meets the needs of a specific client.

## Units

The externally-assessed units have a specific format which we explain in *Section 3*. The content of units will be sampled across external assessments over time through appropriate papers and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors. External assessments are marked and awarded using the grade descriptors. The grades available are Distinction (D), Merit (M), Pass (P) and Near Pass (N). The Near Pass (N) grade gives learners credit below a Pass, where they have demonstrated evidence of positive performance which is worth more than an unclassified result but not yet at the Pass standard.

## Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment. In the case of units containing synoptic assessment, the SAMs will also show where learners are expected to select and apply from across the programme.

The SAMs show the range of possible question types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the questions asked will change in each assessment.

A copy of each of these assessments can be downloaded from our website. An additional sample of each of the Pearson-set units will be available before the first sitting of the assessment to allow your learners further opportunities for practice.

## 6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of the assessment team need to refer to this document.

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

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

### Principles of internal assessment

#### Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

#### Assessment decisions through applying unit-based criteria

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

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

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

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the national framework.

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

### **The assessment team**

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

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

### **Effective organisation**

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

### **Learner preparation**

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

## Setting effective assignments

### Setting the number and structure of assignments

In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For some units we provide authorised assignment briefs, for all the units we give you suggestions on how to create suitable assignments. You can find these materials along with this specification on our website. In designing your own assignment briefs you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

### Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should have:

- a vocational scenario, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.



## Forms of evidence

BTEC Nationals have always allowed for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to provide learners with the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

## Making valid assessment decisions

### Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7*.

### Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in *Appendix 2*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding performance across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example DE.D3). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

### Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted using the relevant assessment criteria.

## Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

## Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

## Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).

## Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Lead IV must have an assessment plan, produced as a spreadsheet or using myBTEC. When producing a plan, the assessment team may wish to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

# 7 Administrative arrangements

## Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

## Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

## Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

## Administrative arrangements for internal assessment

### Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *Information Manual*. We may ask to audit your records so they must be retained as specified.

### Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed units*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

## Administrative arrangements for external assessment

### Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website.

### Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

### Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

### Special consideration requests

Special consideration is an adjustment made to a student's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

## Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. External assessments for BTEC qualifications include examinations, set tasks and performance.

Each external assessment has a defined degree of control under which it must take place. Some external assessments may have more than one part and each part may have a different degree of control. We define degrees of control as follows.

### High control

This is the completion of assessment in formal invigilated examination conditions.

### Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

### Low control

These are activities completed without direct supervision. They may include research, preparation of materials and practice. The materials produced by learners under low control will not be directly assessed.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.



## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

The procedures we ask you to adopt vary between units that are internally-assessed and those that are externally assessed.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* ([www.jcq.org.uk](http://www.jcq.org.uk)).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Learner malpractice

Heads of centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com).

The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

## Teacher/centre malpractice

Heads of centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2 (a)* with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members of staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

### Results issue

After the external assessment session, learner results will be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

### Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

### Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You may decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

## Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments (ICEA)*: this explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

## 8 Quality assurance

### Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience. See below for specific staff requirements for Units 13, 14, 15 and 16.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

### Staffing requirements for Units 13, 14, 15 and 16

**New staffing and approval requirements, in line with CIMSPA guidelines, are being introduced and will apply to centres delivering the course with new registrations from September 2017. (It will not affect learners who are currently registered on the course).**

All Teachers/Tutors, Assessors and Internal Verifier/ Quality Assurance Staff must:

- Possess specific qualifications (see below).
- Have relevant industry experience.
- Have knowledge of and a commitment to the Exercise and Fitness Code of Ethical Practice.
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years.
- Be knowledgeable of the Active Leisure, Learning and Wellbeing framework of qualifications.

### The Teacher/Tutor

- The person delivering the following units listed will need to have the relevant industry recognised qualification(s):

<b>BTEC Fitness Services Units</b>	<b>Industry Qualification</b>
Unit 13 Instructing Gym-based Exercise	Recognised Gym Instructor Level 2.
Unit 14 Exercise and Circuit-based Physical Activity	Recognised Circuits Instructor Level 2.
Unit 15 Instructing Exercise to Music	Recognised Exercise to Music Instructor Level 2.
Unit 16 Instructing Water-based Exercise	Recognised Aqua Instructor Level 2.

The teacher/tutor will have relevant industry experience. In addition, they will need to have or be working towards a valid teaching qualification.

### The Assessor

The assessor must meet the same requirements as the teacher/tutor. In addition the assessor will need to have or be working towards a recognised assessing qualification such as an A1 (previously known as a D32/33).

The assessor may also be the teacher/tutor for the unit/qualification.

## The Internal Verifier

The Internal Verifier must meet the same requirements as the assessor. In addition, the internal verifier will need to have or be working towards a recognised internal verifier qualification such as a V1 (previously known as D34).

In most cases the teacher/tutor will also be the assessor. The IV cannot have been involved in the process of the delivery or assessment of the learners for the unit that they are internally verifying. Centres may employ external staff to deliver, assess and IV on this qualification if required.

## Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin planning for delivery including appropriate employer involvement, and for robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 3 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 9 Understanding the qualification grade

### Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with regulatory requirements.

### Eligibility for an award

In order to be awarded a qualification, a learner must complete all units, achieve a Near Pass (N) or above in all external units and a pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2*.

To achieve any qualification grade, learners must:

- complete and **have an outcome** (D, M, P, N or U) for all units within a valid combination
- achieve the **required units at pass or above** shown in *Section 2*, and for the Diploma achieve a minimum of 600 GLH and Extended Diploma achieve a minimum 900 GLH at Pass or above (or N or above in external units)
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade (N or P) in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

### Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units, the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate, Extended Certificate, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. The *Information Manual* gives full information.

### Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	60 GLH	90 GLH
<b>U</b>	0	0
<b>Pass</b>	6	9
<b>Merit</b>	10	15
<b>Distinction</b>	16	24

### Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The table below shows the **minimum number of points** available for each grade in the external units.

	Unit size	
	90 GLH	120 GLH
<b>U</b>	0	0
<b>Near Pass</b>	6	8
<b>Pass</b>	9	12
<b>Merit</b>	15	20
<b>Distinction</b>	24	32

Pearson will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

### Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of qualification grade* table for the cohort.

## Calculation of qualification grade

Applicable for registration from December 2016.

Certificate		Extended Certificate		Foundation Diploma		Diploma		Extended Diploma	
180 GLH		360 GLH		540 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0	U	0
Pass	18	P	36	P	54	PP	72	PPP	108
						MP	88	MPP	124
								MMP	140
Merit	26	M	52	M	78	MM	104	MMM	156
						DM	124	DMM	176
								DDM	196
Distinction	42	D	74	D	108	DD	144	DDD	216
						D*D	162	D*DD	234
								D*D*D	252
Distinction*	48	D*	90	D*	138	D*D*	180	D*D*D*	270

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.



## Examples of grade calculations based on table applicable to registrations from September 2016

### Example 1: Achievement of a Diploma with a PP grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Ext	Pass	12
Unit 2	120	Ext	Near Pass	8
Unit 5	60	Int	Pass	6
Unit 13	60	Int	Merit	10
Unit 14	60	Int	Merit	10
Unit 3	60	Int	U	0
Unit 12	60	Int	Merit	10
Unit 4	60	Int	Merit	10
Unit 15	60	Int	Pass	6
Unit 16	60	Int	Pass	6
<b>Totals</b>	<b>720</b>		<b>PP</b>	<b>78</b>

The learner has achieved a Near Pass or above in Units 1 and 2, and a Pass or above in Units 13 and 14.

The learner has sufficient points for a PP grade

### Example 2: Achievement of a Diploma with a DD grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Ext	Distinction	32
Unit 2	120	Ext	Merit	20
Unit 5	60	Int	Pass	6
Unit 13	60	Int	Distinction	16
Unit 14	60	Int	Distinction	16
Unit 3	60	Int	Merit	10
Unit 12	60	Int	Merit	10
Unit 4	60	Int	Merit	10
Unit 15	60	Int	Distinction	16
Unit 16	60	Int	Distinction	16
<b>Totals</b>	<b>720</b>		<b>DD</b>	<b>152</b>

The learner has sufficient points for a DD grade

### Example 3: An Unclassified result for a Diploma

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Ext	Pass	12
Unit 2	120	Ext	U	0
Unit 5	60	Int	Pass	6
Unit 13	60	Int	U	0
Unit 14	60	Int	Distinction	16
Unit 3	60	Int	Merit	10
Unit 12	60	Int	Pass	6
Unit 4	60	Int	Merit	10
Unit 15	60	Int	Pass	6
Unit 16	60	Int	Merit	10
<b>Totals</b>	<b>720</b>		<b>U</b>	<b>76</b>

The learner has a U in Units 2 and 13.

The learner has sufficient points for a PP but has not met the minimum requirement for a Near Pass or above in Units 1 and 2, and Pass or above in Units 13 and 14.

# 10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website you will find a list of resources to support teaching and learning, and professional development.

## Support for setting up your course and preparing to teach

### Specification

This **specification** (for teaching from September 2016) includes details on the administration of qualifications and information on all the units for the qualification.

### Delivery Guide

This free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Nationals (for example employer involvement and employability skills). It also covers guidance on assessment (internal and external) and quality assurance. The guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Schemes of work

Free sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation.

### Curriculum models

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

### Study skills activities

A range of case studies and activities is provided; they are designed to help learners develop the study skills they need to successfully complete their BTEC course. The case studies and activities are provided in Word™ format for easy customisation.

### myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTECs in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of authorised assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website. We will add the new BTEC National specifications to myBTEC as soon as possible.

## Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC Nationals, including:

- textbooks in e-book and print formats
- revision guides and revision workbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

## Support for assessment

### Sample assessment materials for externally-assessed units

Sample assessments are available for the Pearson-set units. One copy of each of these assessments can be downloaded from the website/available in print. For each suite an additional sample for one of the Pearson-set units is also available, allowing your learners further opportunities for practice.

Further sample assessments will be made available through our website on an ongoing basis.

### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences and to link with your local employment profile.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or free on myBTEC.

### Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades are linked to the Authorised Assignment Briefs.

## Training and support from Pearson

### People to talk to

There are many people who are available to support you and provide advice and guidance on delivery of your BTEC Nationals. These include:

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC National qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

#### **'Getting Ready to Teach'**

These events are designed to get teachers ready for delivery of the BTEC Nationals. They include an overview of the qualifications' structures, planning and preparation for internal and external assessment, and quality assurance.

#### **Teaching and learning**

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.



## Appendix 1 Links to industry standards

BTEC Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content.

In the sport sector, for Fitness Services the following approaches have been used:

- the mandatory content has been mapped to NOS to reflect the essential skills and knowledge needed for entry to employment
- The content is mapped against NOS for fitness and new Sport and Physical activity trailblazer standards for fitness instructing.

A detailed mapping to NOS and/or other occupational standards can be found on our website.

## Appendix 2 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Analyse	Learners present the outcome of methodical and detailed examination either: <ul style="list-style-type: none"> <li>• breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or</li> <li>• of information or data to interpret and study key trends and interrelationships.</li> </ul> Analysis can be through activity, practice, written or verbal presentation.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or, to identify those which are the most important or relevant and arrive at a conclusion.
Compare	Learners identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Create/construct	Skills to make or do something, for example a display or set of accounts.
Discuss	Learners consider different aspects of: <ul style="list-style-type: none"> <li>• a theme or topic;</li> <li>• how they interrelate; and</li> <li>• the extent to which they are important.</li> </ul> A conclusion is not required.
Demonstrate	To show knowledge and understanding.
Evaluate	Learners' work draws on varied information, themes or concepts to consider aspects such as: <ul style="list-style-type: none"> <li>• strengths or weaknesses</li> <li>• advantages or disadvantages</li> <li>• alternative actions</li> <li>• relevance or significance.</li> </ul> Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.
Explore	Skills and/or knowledge involving practical testing or trialling.
Examine	Knowledge with application where learners are expected to select and apply knowledge to less familiar contexts.
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.



<b>Term</b>	<b>Definition</b>
Interpret	Learners state the meaning, purpose or qualities of something through the use of images, words or other expressions.
Investigate	Knowledge based on personal research and development.
Justify	Learners give reasons or evidence to: <ul style="list-style-type: none"> <li>• support an opinion; or</li> <li>• prove something right or reasonable.</li> </ul>
Manage	Learners engage with and influence an activity or process.
Report	Learners adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Research	Learners proactively seek information from primary and secondary sources.
Review	Process for learning (knowledge or skills).
Stage and manage	Organisation and management skills, for example running an event or a business pitch.
Undertake/carry out/develop	Skills. Often referring to given processes or techniques.

This is a key summary of the types of evidence used for BTEC Nationals.

<b>Type of evidence</b>	<b>Definition and purpose</b>
Case study	A specific example to which all learners must select and apply knowledge.
Project	A large-scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.
Independent research	An analysis of substantive research organised by learners from secondary and, if applicable, primary sources.
Written task or report	Individual completion of a task in a work-related format, for example a report, marketing communication, set of instructions, giving information.
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations.
Group task	Learners work together to show skills in defining and structuring activity as a group.
Presentation	Oral or through demonstration.
Production of plan/business plan	Learners produce a plan as an outcome related to a given or limited task.
Reflective journal	Completion of a journal from work experience detailing skills acquired for employability.
Poster/leaflet	Documents providing well-presented information for a given purpose.

# Pearson BTEC Level 3 Nationals in Sport

Certificate in Sport

Extended Certificate in Sport

Foundation Diploma in Sport

Diploma in Sport

**Diploma in Fitness Services**

Extended Diploma in Sport

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