



Pearson BTEC Nationals in Sport

Delivery Guide

Pearson BTEC Level 3 National Certificate in Sport

Pearson BTEC Level 3 National Extended Certificate in Sport

Pearson BTEC Level 3 National Foundation Diploma in Sport

Pearson BTEC Level 3 National Diploma (Tech level) in Sport

Pearson BTEC Level 3 National Diploma in Sport

Pearson BTEC Level 3 National Extended Diploma in Sport

First teaching December 2016/17

Edexcel, BTEC and LCCI qualifications

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Welcome to your BTEC National delivery guide

This delivery guide is a companion to your BTEC Level 3 National specifications, Authorised Assignment Briefs (AABs) and Sample Assessment Materials (SAMs). It contains ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery, ways of managing independent learning and how to approach assessments. The aim of this guide is to show how the specification content might work in practice and to inspire you to start thinking about different ways to deliver your course.

The guidance has been put together by tutors who have been close to the development of the qualifications and so understand the challenges of finding new and engaging ways to deliver a BTEC programme in the context of the new qualifications from 2017.

Guidance around what you will need to consider as you plan the delivery of the qualification(s) has been provided. You will find information around the structure of your course, how you may wish to build the course for your learners, suggestions for how you could make contact with employers and information around the other support and resources available to you.

Unit-by-unit guidance has been provided and includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find coverage of assessments, including useful advice about external assessment, as well as tips and ideas around how to plan for and deliver your assignments.

You will also find a list of carefully selected resources for each unit. The lists include suggestions for books, websites and videos that you can either direct your learners to use or that you can use as a way to complement your delivery.

We hope you will find this guidance relevant and useful.

Enjoy your course!

What's new

The BTEC Level 3 Nationals 2017 are the result of more than three years' consultation with employers, higher education institutions (HEIs), and many thousands of tutors and managers in colleges and schools. Our aim has been to ensure that the BTEC Level 3 Nationals continue to allow a recognised and well-respected route into employment or higher education by meeting the needs of these key stakeholders, and that learners continue to enjoy a stimulating course of study and develop the skills and attributes that will enable them to progress.

As a result of this consultation, and on the advice of employers, higher education institutions and most importantly of those of you who teach BTEC, some key changes have been made to the BTEC Level 3 Nationals. These are described through this delivery guide and include the following.

- **Updated content and a larger proportion of mandatory content** – both employers and universities said they wanted a greater consistency in coverage of the subject for BTEC learners. Employers wanted to see systematic coverage of core knowledge and skills for their sector, and for the Nationals to reflect up-to-date industry practice.
- **The re-introduction of external assessment** – employers were keen to see an element of rigour and consistency across the country in terms of assessment, while HEIs wanted learners to be better prepared for meeting deadlines and preparing for formal examinations, where appropriate. Both were keen to see learners applying their knowledge and skills to new contexts through synoptic projects and assessments.



- **A focus on employability skills** – the BTEC approach to learning, through projects, self-directed assignments, group work and work placements, has always supported the development of employability skills, e.g. self-management. In the new Nationals, the balance of cognitive and skills work has been carefully calibrated to ensure that learners get a range of different opportunities across their course.
- **Broader assessment in internal units** – the assessment criteria for each unit are carefully structured to set a clear level of demand. Distinction criteria encourage and require depth of study, including demonstration of the application of knowledge and understanding as well as a synoptic element for the learning aim or unit.
- **Alignment with DfE criteria for performance measures for 16–19 year olds in England** – all new BTECs are designed as either Applied General qualifications or Tech Levels to fulfil criteria for inclusion in 2018 performance tables and funding for 16–19 year olds and 19+ learners.

To support transition to the BTEC Level 3 Nationals 2017, we are providing an enhanced support programme with exemplar and practice materials and training. Please see the *Support and resources* section for details of this support, and the link to sign up for tutor training, which continues throughout the lifetime of the qualification.

Notes:

The specification tells you what must be taught and what must be assessed. This delivery guide gives suggestions about how the content could be delivered.

The suggestions given in this delivery guide link with the Authorised Assignment Briefs provided by Pearson, but they are not compulsory. They are designed to get you started and to spark your imagination.



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OVERVIEW

Delivery Guides as support

In the specification, the 'Unit content' tells you what must be taught and the 'Assessment criteria' what must be assessed. The 'Essential information for assessment decisions' explains what the assessment criteria mean.

This delivery guide provides suggestions and ideas on how to plan and deliver the qualification, and includes a summary of recent changes.

Unit-by-unit guidance has been provided, which includes suggestions on how to approach the learning aims and unit content. Teaching, learning and formative assessment activities are also suggested. You will also find delivery plans to help you timetable your course and ensure your learners are well prepared for internal and external assessments.

Links to carefully selected resources are provided for each unit. The lists include suggestions for books, websites and videos that will help you plan and deliver your course. Alternatively, you may wish to direct your learners to these resources.

Use the delivery guides as model templates or an interpretation on which you can base your own plan. Every delivery guide presents each unit as an exemplar, highlighting Sport links to motivate tutors and learners.



Changes for those teaching to the new 2017 specification

Improved structure for externally assessed set tasks

Simpler guidance – clearer processes

We have taken on board feedback from BTEC tutors and the DfE to make improvements to some of the organisation and processes for the Set Task external assessments in your new BTEC Nationals (2016 & 2017). This will take effect from the first assessment. You will see these changes clearly marked in each specification and in your Sample Assessment Materials (SAMs). For easy reference, here is a summary of the changes:

PART A (RESEARCH)

Timings and schedule	Supervision and controls
<p>You will receive the Part A materials:</p> <p>For Units 2 and 19, 1 week before the final assessment (Part B); learners should spend up to 4 hours on Part A in supervised sessions.</p> <p>For Unit 22, 2 weeks before the final assessment (Part B); learners should spend up to 6 hours over 2 weeks on Part A in supervised sessions.</p>	<p>During the research period (Part A):</p> <p>Learners can:</p> <ul style="list-style-type: none"> make notes up to 4 sides of A4 paper, word processed or hand written which they can take into Part B. <p>Learners cannot:</p> <ul style="list-style-type: none"> use extended writing in their notes. <p>Tutors and invigilators will need to:</p> <ul style="list-style-type: none"> monitor the research and check learners' notes to ensure the content meets these requirements retain all notes securely as Pearson may ask to see them.

PART B (ASSESSMENT)

Timings and schedule	Supervision and controls
<p>The Set Task (Part B) takes place:</p> <ul style="list-style-type: none"> Units 2 and 19 in 2.5 hours each Units 22 in 3 hours <p>on a timetabled date set by Pearson.</p>	<p>Tutors and invigilators:</p> <ul style="list-style-type: none"> must retain learners' notes after the assessment and store them securely; Pearson may ask to see them.

Structure

The table below shows a summary of the structure of the Sport suite of qualifications. Make sure you use the full structure found in *Section 2* of the specification when planning your course:

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



Overview of the Sport qualification suite

The BTEC Nationals in Sport has been developed with significant input from all sectors. There are six qualifications in the suite that are equivalent in size to a specific number of A levels (details can be found in the table on page 3). This flexibility enables centres to determine whether to deliver them full time or as part of a broader learner package alongside other qualifications.

BTEC Level 3 National Extended Diploma in Sport

Mandatory units

There are 10 mandatory units, six internal and four external. Learners must complete and achieve at least a Pass grade for Units 1, 2, 19, 22 and 23. They must complete all units in group B (3, 4, 7, 8 and 9) and achieve a pass grade or above in at least three.

External Mandatory units

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing
- Unit 19: Development and Provision of Sport and Physical Activity
- Unit 22: Investigating Business in the Sport and Active Leisure Industry

Unit 1 aims to cement how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. Learners must develop a knowledge and understanding of the importance of making connections between body systems in response to short-term and long-term exercise and sport participation.

Unit 2 combines lifestyle factors affecting health, nutrition, fitness training and fitness programming, which are then assessed through a task-based external assessment. Practice for this unit should involve using case studies of people with different lifestyle and fitness goals to help familiarise learners with the significance of client screening and lifestyle assessment in order to provide recommendations for improvement. Learners will also develop their knowledge in order to recommend training methods and produce fitness training programmes for specific individuals.

For Unit 19, learners will study the development and provision of sport in the UK and its relationship with global sport. The assessment requires learners to write a proposal for a sports development project. As such, this unit may be better placed in the second year of study when learners have developed their ability to carry out research and can apply this to unfamiliar contexts.

Unit 22 requires learners to be able to research facilities, products and services, business operations and demographics for different sectors within the sports industry. Learners are expected to have experience of going out to visit different sport and active leisure providers and then bring this knowledge into the external assessment to support their application of knowledge to the assessment task.

Internal Mandatory units

The internally assessed mandatory units are 3, 4, 7, 8, 9 and 23.

In Unit 3, Professional Development in the Sports Industry, learners will research the different possible careers and the associated job roles in the sports industry. They will then produce an action plan for their development towards achieving a selected career aim. They will also research their chosen career to understand how to access and progress within it. Learners will also be expected to take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify their own strengths and gaps in knowledge and skills.



Unit 4, Sports Leadership, aims to develop learners' confidence in a variety of different roles when leading sport. They will learn about the requirements of effective leadership and the leader's role, key skills, qualities and characteristics. Learners 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.

Unit 7, Practical Sports Performance, gives learners the opportunity to improve their own knowledge and practical ability in a selection of individual and team sports. This will be achieved through participation in practical activities, followed by a reflection on their performance.

Unit 8, Coaching for Performance, will develop learners' knowledge of coaching and practical ability in coaching. The unit includes session planning and delivery of a coaching session to improve other participants' sporting performance. Learners will also learn how to effectively evaluate the impact of their own coaching for their future development.

Unit 9, Research Methods in Sport, introduces learners to the different types of research and the importance of this for emerging sports practitioners. They will also find out about factors that can affect the quality of research. The importance of ethical research practices will also be covered in this unit.

In Unit 23, Skill Acquisition in Sport, learners will develop an understanding of skilled performance and how an individual's abilities contribute to the development of their skills. They will examine how sports performers are able to take information from their environment, for example, their position, the positions of their opponents or the speed and trajectory of a ball, and then process this information so that they can produce a response in the form of a skilled movement. They will explore the key theories of how individuals learn skills and how new skills can be presented, using different strategies to facilitate their learning.

Optional units

Learners must complete four optional units from group C (Units 5, 6, 10, 11, 17, 18, 20, 21, 24, 25 and 26).

BTEC Level 3 National Diploma in Sport

Mandatory units

There are six mandatory units, three internal and three external.

Learners must complete and achieve a Pass grade in Units 1, 2, 22 and 23. They must complete all units in group B (3 and 4) and achieve a pass grade or above in at least one.

External units

The externally assessed mandatory units are:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing
- Unit 22: Investigating Business in the Sport and Active Leisure Industry

Internal Mandatory units

The internally assessed mandatory units are 3, 4 and 23.

Optional units

Learners must complete three optional units from group C (Units 5, 6, 7, 8, 9, 10, 11, 17, 18, 20, 21, 24, 25, 26, 27 and 28).



BTEC Level 3 Tech Level Diploma in Fitness Services

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.

It is made up of 10 units of which 7 are mandatory and 2 are external.

Mandatory units: 1, 2, 3, 5, 12, 13, 14.

Note that there are new staffing and approval requirements for this course. Please follow link below for more information:

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/20161/specification-and-sample-assessments/Pearson_BTEC_L3_National_Diploma_in_Fitness_Services_Important_Note.pdf

BTEC Level 3 National Foundation Diploma in Sport

Mandatory units

There are four mandatory units, two internal and two external.

Learners must complete and achieve a Pass grade in each of these units.

External Mandatory units

The externally assessed mandatory units are:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing

Internal Mandatory units

The internally assessed mandatory units are 3 and 4.

Optional units

Learners must complete three optional units from group C (Units 5, 6, 7, 8, 9, 10 and 11).

BTEC Level 3 National Extended Certificate in Sport

Mandatory units

There are three mandatory units, one internal and two external.

Learners must complete and achieve a Pass grade in each of these units.

External Mandatory units

The externally assessed mandatory units are:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing

Internal Mandatory unit

Unit 3 is the internally assessed mandatory unit.



Optional units

Learners must complete one optional unit from group C (Units 4, 5, 6 and 7).

BTEC Level 3 National Certificate in Sport

Mandatory units

There are two units and both of these are mandatory. One is internal and one is external.

Learners must complete and achieve a Pass grade in each of these units.

External Mandatory unit

The externally assessed mandatory unit is Unit 1: Anatomy and Physiology.

Internal Mandatory unit

Unit 7 is the internally assessed mandatory unit.

Optional units

There are no optional units for this qualification.



Making the right choice for your learners

The suite of qualifications is meant to be inclusive and support individuals in their progression. The prior achievement and aspirations of learners is key to advising the most appropriate study programme.

For learners who wish to progress directly to higher education, there are a range of qualifications in the suite that ensure they will have the skills to cope with the academic and independent learning. In recognition of some of the highly specialised areas within the sports industry, the smaller qualifications provide opportunities for learners to have the vocational experience in parallel with other specialist qualifications.

Below are some examples of learners' potential progression routes:

16 year old student choice		
Progression intention	Prior achievement	Potential BTEC National route
Sport subject in HE	5 GCSEs C or above with Maths and English	BTEC Foundation Diploma (with A levels such as Physics, Maths, Biology)
Sport subject in HE, but uncertain of course	5 GCSEs C or above with Maths and English	BTEC Extended Certificate (with A Levels such as Psychology, Biology, Chemistry)

19+ Student choice		
Progression	Prior achievement	Potential BTEC National route
Sport subject in HE	Some experience in Sport with 5 GCSEs C or above including Maths and English	BTEC Foundation Diploma (with another BTEC subject)

Making contact with employers

Employer contact is one of the most cherished experiences BTEC National learners can have, by ensuring realistic and valuable learning. Partnerships between companies and centres can often build an annual collaboration that reduces bureaucracy and eases any preparation. Here are some ideas that may support centres expanding their employer engagement:





Employability skills

Employers not only look for technical skills, but also employability skills. These include:

- **Self-management:** readiness to accept responsibility, flexibility, time management, readiness to improve own performance
- **Teamworking:** respecting others, co-operating, negotiating/persuading, contributing to discussions
- **Business and customer awareness:** basic understanding of the key drivers for business success and the need to provide customer satisfaction
- **Problem solving:** ability to analyse facts and circumstances and applying creative thinking to develop appropriate solutions
- **Communication and literacy:** application of literacy, ability to produce clear, structured written work, and oral literacy (including listening and questioning)
- **Application of numeracy:** manipulation of numbers, general mathematical awareness and its application in practical contexts
- **Application of information technology:** basic IT skills including familiarity with word-processing, spreadsheets, file management and use of internet search engines.

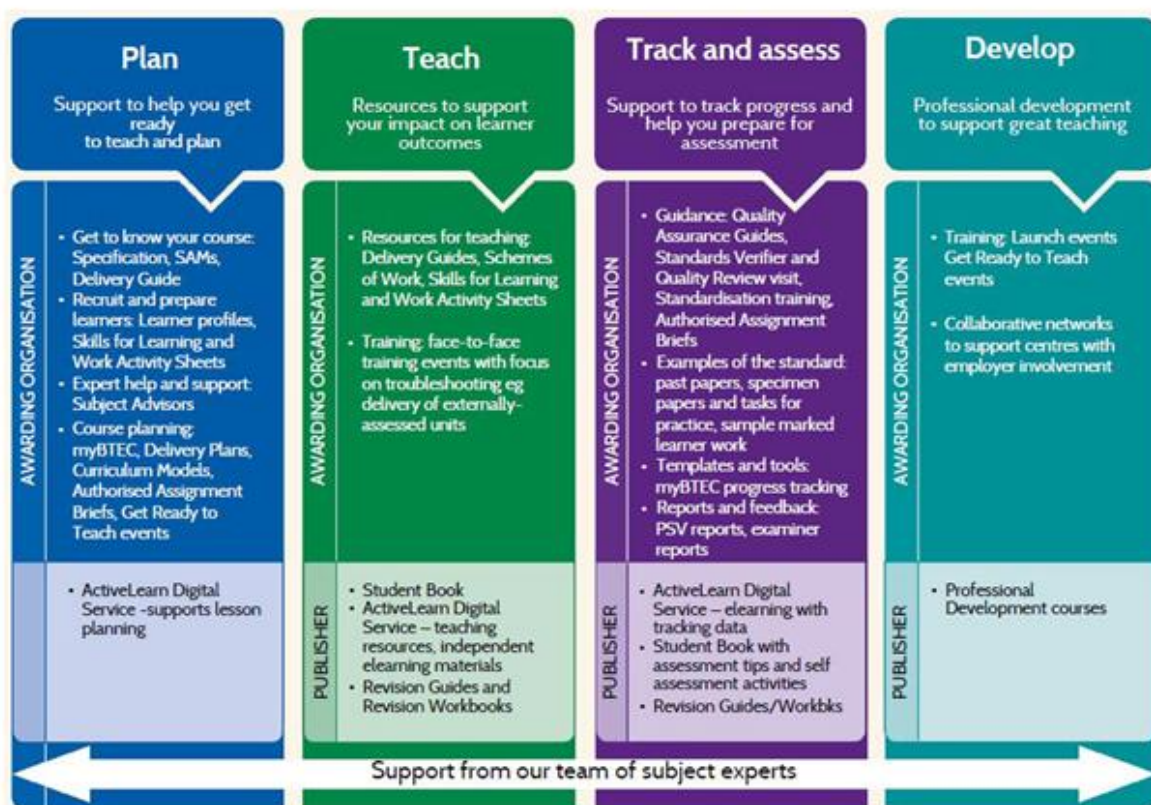
SUPPORT AND RESOURCES

There are a wealth of resources available to ensure you feel confident in delivering your BTEC National qualification throughout your entire course.

All the 'Awarding Organisation' resources can be found on the Pearson Qualifications website here: <http://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html>

As well as the free resources supporting the qualification, provided by Pearson as an Awarding Organisation, Pearson Learning Services ('Publisher' in the tables below) provides a range of engaging resources to support BTEC Level 3 Nationals, including:

- Student books 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.



In addition to the 'publisher' resources listed above, publishers other than Pearson may produce textbooks that are endorsed for BTEC. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.



There are also a number of people who are available for you to speak to:

- **Standards Verifiers** – they are subject specialists who can support you with ensuring that your assessment plan is fit for purpose and whose role is to confirm that you are assessing your learners to national standards as outlined in the specification by 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.

Subject Advisor

Penny Lewis

UK: 020 7010 2188

Intl: +44 (0)20 7010 2188

TeachingPEandSport@pearson.com

Training for the new BTEC Level 3 Nationals can be found on the Pearson website here: <http://qualifications.pearson.com/en/support/training-from-pearson-uk.html>

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Unit 1: Anatomy and Physiology

Delivery guidance

Approaching the unit

This unit gives learners the opportunity to develop an understanding of body systems and their responses to sport and exercise. As an integral aspect of studying sport, the knowledge given in this unit will allow learners to support people in sport and exercise.

The unit includes a number of topics that will be new to some learners. With this in mind, it is important that theoretical content is delivered via a variety of methods including presentations, debates, discussions and posters, as well as in practicals, to demonstrate anatomy and physiology in action.

As this unit is assessed via an external examination, practice tests, quizzes, revision sessions and independent study can be a huge benefit, supporting your learners in achieving success. Reinforcing learning will be extremely important and this should be embedded at all points throughout the delivery of the unit content. Literacy and numeracy skills must be developed, with links made wherever possible and applicable to the unit topics and content.

Delivering the topics

Topic A

Topic A focuses on the effects of exercise and sports performance on the skeletal system. Delivery can be achieved via a combination of methods focusing largely on learner-centred learning. Teaching methods may include a combination of formal lectures, pair and group research and presentations, as well as independent study and peer teaching. Practical application is encouraged wherever possible and learning can be reinforced by watching video recordings, taking part in class discussions and completing worksheets and practice examination questions.

Content on joints and the range of movement at joints can be delivered particularly well in a practical setting, reinforced with formal teaching. Tutor-led delivery can be used to further support theoretical understanding. Case studies can also work well, prompting discussion about additional factors affecting the skeletal system. These will also give learners an opportunity to demonstrate their understanding in relation to skeletal diseases, while embedding vocational content in relation to examination requirements.

Topic B

For Topic B, learners should be engaged in practical activities during the delivery of content on major muscles, muscular contraction, antagonistic muscle pairs and fibre types. Tutor-led delivery will be important to support theoretical understanding in this area. Guest lecturers from the sports industry, such as personal trainers and sports coaches can be invited to explore real-life examples of using anatomy and physiology on a daily basis. These speakers can also give first-hand knowledge of the importance of understanding anatomy and physiology, and answer questions from learners.

Using quizzes during lessons to check understanding is encouraged, and ensuring regular checks of learning is imperative. Making quizzes competitive can work well, for example, by using games that mirror game shows such as *A Question of Sport* and *Million Pound Drop*. Group work (for topic areas such as identifying different muscle contraction types and antagonistic pairs) can also be a good supplement for learning in this topic, while independent study gives learners an opportunity to take ownership of their learning and create useful revision tools for use before the examination. Videos can be used as a visual aid to demonstrate the muscular system in action, with aspects such as nervous control, types of contraction, adaptations and additional factors lending themselves well to this style of learning.

Topic C

For Topic C, the effects of exercise and sport on the respiratory system could be explored via a learner-centred approach. Group, pair and individual tasks could be set, with information gathered to encourage peer learning/teaching and the consolidation of knowledge. An example of a group task is using 'jigsaw learning', where learners are given a workbook on one key adaptation and must work as a group to piece together all the adaptations to the respiratory system.

Additional factors affecting the respiratory system, such as asthma and altitude, can be delivered with the use of case studies. Tutor-led delivery is also important to further support learners' theoretical understanding.

If you have the benefit of respiratory equipment such as a spirometer, it would be helpful to give learners hands-on practical experience of the functions of the respiratory system and allow them to design an experiment on the mechanics of breathing and the process of gaseous exchange.

Topic D

Topic D focuses on the cardiovascular system and lends itself well to external visits and trips. This topic can be delivered as a learner-led, practically applied one. Suggestions include incorporating class discussions and the use of sweat vests while teaching thermoregulation. Quizzes and directed questions and answers (Q&A) can work well as both recap tools and means of addressing understanding. You are encouraged to couple this with examination-style questions to further aid learners.

Learner-led learning can also work well to engage learners, including peer teaching using methods such as 'speed teaching' (an adaptation of speed dating) for topics including adaptations and additional factors affecting the cardiovascular system.

To help learners develop their knowledge of the cardiorespiratory system, a useful strategy might be to organise a trip to university, science laboratory or museum. A subsequent group presentation with worksheets and tasks to follow is also another successful means of engaging learners.

Topic E

For Topic E, engage learners in a combination of teaching methods focused largely on learner-centred learning, using practical application wherever possible. Methods including snowball learning can develop peer understanding and learner engagement – this works well with anaerobic energy systems in particular. Practical teaching works particularly well with ATP and the energy systems.

A useful strategy might be to ask a guest coach to run a session exemplifying each energy system in action, coupled with worksheets for learners to complete and a follow-up lesson. Another strategy to consider could be organising a visit



to a local university laboratory to investigate the effects of ATP and sports performance further. It is recommended that learners carry out both the Wingate test and VO_2 max test.

Tutor-led delivery may be used to further support theoretical understanding, with examination-based challenges and questions a good way of helping learners to prepare.

Assessment guidance

This unit is assessed via examination. The examination is one hour and 30 minutes in length and contains a section for each topic.

- Section A contains questions on the skeletal system for sports performance.
- Section B contains questions on the muscular system for sports performance.
- Section C contains questions on the respiratory system for sports performance.
- Section D contains questions on the cardiovascular system for sports performance.
- Section E contains questions on the energy systems for sports performance.

This unit gives learners core knowledge that will be developed and applied through other units. Therefore, when you are planning and delivering your units, think about how you can bring out examples that would be useful illustrations of issues covered in other units. The examination has a combination of low, medium and higher order learning questions to stretch and challenge learners at all the levels. Under each topic, there is at least one extended open response question where the learner has the opportunity to demonstrate all prior learning.

It is highly recommended that during delivery, you focus on all the aspects of the examination, allowing ample time to embed examination skills with particular reference to the extended open responses.

Appropriate revision techniques for this unit include learner-centred creation of cue cards and spider diagrams. It is also encouraged that you incorporate past papers and questions from the Sample Assessment Materials into delivery of this unit. To fully prepare learners for the demands of this examination, they should study and revise outside the lessons.

Getting started

This provides you with a starting place for one way of delivering the unit. Activities are provided in preparation for the external assessment.

Unit 1: Anatomy and Physiology

Introduction

Introduce the unit to learners by using a series of activities on anatomy and physiology, identifying any prior knowledge and understanding. Outline that the unit explores the effects of exercise and sports performance on the body systems, as well as additional factors and adaptations. Explain that learners will be equipped with the skills to apply anatomical knowledge to other units and vocational employment opportunities. This unit will also give the learners a good understanding of physiological effects on the systems.

Differentiation is essential during the delivery process. Understanding and knowing your learners will enable you to do this effectively. For example:

- ensure groups are of mixed abilities and reflective of mastery and developmental tasks to allow achievement by all while stretching more able learners
- attend to the Bloom's taxonomy verbs usage such as 'describe', 'explain', 'assess' and 'analyse'
- develop your level of questioning appropriately with each learner
- during peer review, encourage problem solving in addition to the evaluation and review process.

Using a range of teaching methods is important to give learners ownership of their learning.

For revision sessions in each topic, split learners into small groups to identify what each of the higher order command verbs mean. On completion, small groups must answer an examination-style question using one of the verbs, identified by the tutor. This can then progress to an individual extended answer using higher order verbs.

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

- Introduce the first topic and its content to your learners. They can then take part in an activity to locate different skeletal bones. Use formal delivery of the location of major bones, types of bones, the axial and appendicular skeleton, curvature of the spine and the process of bone growth. Incorporate various tasks to maintain learner-led learning. Delivery should be visual, using video clips and photographs where possible. Use learners to peer teach where possible to aid ownership of learning.
- Introduce Topic A2 'Function of skeletal system' after recapping previously learned content, using the internet and textbooks. For each function of the skeletal system and type of bone, learners should research and provide detail. They can then work together to share knowledge and develop understanding, feeding back to the rest of the group.
- For joints, a group discussion is a good starting point to provide an overview, classification of joints, and their structure and function. Use visual prompts, including video clips and photographs wherever possible. Ask learners to label joints and then create information booklets and other sources as a revision aid.



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- Split the group into small teams and ask them to create presentations on responses to the skeletal system. They can then feed back to the rest of the group, with Q&A from other learners.
- Pairs could work together to create a poster concerning skeletal adaptations to exercise.
- Use learner-led case studies to consider additional factors affecting the skeletal system. These case studies should identify different skeletal diseases and the effect of age on the skeletal system. Learners will need to consider cause, treatment and prevention/control, where applicable.
- Ask learners to work independently to develop their subject knowledge in an area within this topic. Give them ideas, facilitate their learning and support them as necessary.

Topic B – The effects of exercise and sports performance on the muscular system

- Introduce Topic B by discussing different muscular injuries or occurrences related to the muscular system. Lead discussion on the muscular system and functions of the different types of muscles within the human body. Learners can use this knowledge to design an information leaflet to use as a revision aid.
- Small group activities are a useful way of delivering Topic B2 'Major skeletal muscles of the muscular system' and Topic B3 'Antagonistic muscle pairs'. 'Pin the muscle on the body' is a good starter activity (you may wish to use an alternative to pins). Follow this by allocating each group a different sporting action. The task is to identify the muscle(s) of the agonist, antagonist, synergist and fixator. On completion, get the groups to feed back to the class.
- Practical workshops can allow learners to understand the relationship between the theory and sports activities. This can be done in the classroom or sports hall. Learners take part in a range of movements/activities that include aspects of Topic B1–B5; this is particularly fitting with Topic B4 'Types of skeletal muscle contraction'.
- Introduce the topic of responses of the muscular system to a single sport or exercise session. Groups of learners can then produce a presentation with supplemented demonstrations to show the responses.
- Adaptations of the muscular system to exercise can be introduced and taught using a 'knowledge cafe'. Learners should be given an information pack to represent one key adaptation. They are then given time to read, annotate and gain a sound understanding in the field. On completion, the learners become tutors to create a knowledge cafe where learners teach among themselves.
- You could use internet video clips to consider additional factors affecting the muscular system (age/muscle loss and cramp). Learners can complete a worksheet devised to check for learning.
- Guest speakers (e.g., a personal trainer) could discuss all aspects of their role, incorporating the importance of understanding anatomy.
- Consolidate individual learner understanding by producing quizzes for the learners.

Topic C – The effects of exercise and sports performance on the respiratory system

- Introduce Topic C on the structures of the respiratory system. Learners label the

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structures of the respiratory system using a jigsaw puzzle to aid their understanding.

- Have a group discussion on the functions of the respiratory system, making sure it covers what learners consider to be the key functions. There is an opportunity for independent study where learners research the mechanics of breathing.
- For a practical application, ask learners to measure vital capacity using the balloon method (method available online). If available, use a peak flow and spirometer to measure lung volumes and capacity.
- You can use learner-led research to cover the control of breathing. Give learners articles (from credible sources) with the task of answering questions on neural and chemical control of breathing. On completion, use the 'snowball method', with learners feeding back in pairs, then in small groups and then as a class to discuss.
- To demonstrate the responses of the respiratory system to exercise, you could allocate one key response to groups and ask them to create a presentation to deliver to the rest of the class.
- Another useful learning strategy for this topic is 'jigsaw learning'. For Topic C6 'Adaptations of the respiratory system to exercise', you could give learners a workbook and one key adaptation to work through. On completion, individuals could get together with other groups and teach each other to complete the jigsaw of learning. This is a good technique for encouraging ownership of learning among learners.
- Learners can use case studies on the effects of asthma and altitude on the respiratory system. Use questions for them to answer, followed by feedback to the rest of the group. On completion, hold a group discussion with tutor-led Q&A.
- Consolidate individual learner understanding by producing quizzes for the learner. Revision sessions are also encouraged.

Topic D – The effects of sport and exercise performance on the cardiovascular system

- Introduce Topic D with an activity labelling the structures of the heart. Follow this with a class discussion and tutor-directed questions. Learners can then work independently to develop their subject knowledge in an area within this topic. Give them ideas, facilitate their learning and support as necessary.
- You could use formal delivery for the functions of the cardiovascular system, supported by tutor-directed Q&A. You can also use 'marketplace learning': individually or in groups, learners research to become knowledgeable in a function. In the structure of a marketplace, learners then walk among the different 'stalls' to share learning and content.
- Lead a discussion on thermoregulation. On completion of this, explore its practical application using additional clothing, sweat vests etc. Oversee the activities and demonstrate what the body does to maintain homeostasis.
- In pairs or small groups, learners can create a storyboard of pictures to explain the cardiac cycle. Learners should then present back to the class and keep their work as a revision aid.
- Case studies can be used to demonstrate responses of the cardiovascular system to a single sport or exercise session. Direct learners to depict responses and explain/justify why they are occurring, and feed back to the rest of the class.
- The peer teaching method 'Speed teaching' can be used to cover the adaptations of the cardiovascular system to exercise. Small groups/pairs are given a content area



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to research to increase their knowledge in the field. Groups rotate round to teach each other the content in the format of speed dating. Ask individuals to collate a workbook of content and score each other's teaching.

- ABC learning can be a useful way of introducing the additional factors affecting the cardiovascular system. Each key additional factor is labelled A, B or C. Learners are given a letter and must research independently to form an information booklet. On completion, they should merge their work with others working on the same aspect, and then teach the rest of the class.
- Museum or other educational trips can be a useful way to place the theory into a context, and to combine and reinforce all prior knowledge within anatomy and physiology.
- Consolidate learner understanding by producing quizzes for the learners.

Topic E – The effects of exercise and sports performance on the energy systems

- Introduce Topic E with a group discussion about energy, ATP and its role in sport and exercise. Introducing the practical effects of this early can be very effective. A simple experiment using five balloons can demonstrate how energy is created and recreated (one balloon represents the adenosine molecule, with a further four balloons available to represent the role of phosphate molecules). This can be followed by learners practising extended writing, looking specifically at ATP and energy production in line with extended examination questions.
- You could use learner-led research for the ATP-PC system, using articles (from credible sources) and getting them to answer questions on the ATP-PC system. On completion, use the 'snowball method', with learners feeding back first in pairs, then in small groups and finally as a class to discuss. Video clips can be a useful support to help learners with this topic.
- Use formal delivery for the lactate system in exercise and sports performance, followed by pair work to create an information leaflet to be presented to the rest of the group and used as a revision aid.
- Practical sessions will allow learners to apply the theory to sporting activities. A local sports coach could be invited to run a session exemplifying each anaerobic system in action.
- The aerobic system could be taught through formal delivery. Use videos to supplement understanding.
- Learners can work in groups to prepare a presentation on the adaptations of the energy systems. This can then be followed with a whole class debate, encompassing all aspects of ATP and the energy systems during sport and exercise performance.
- Learners can then carry out independent study using articles, providing answers to questions on additional factors affecting the energy systems.
- You could arrange a laboratory trip to a local university to investigate effects of ATP and energy systems further (to include the Wingate tests and VO_2 max). This will also help to motivate those learners thinking of moving in to higher education.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

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

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Textbooks

The following textbooks offer comprehensive coverage of the unit, enabling learners to develop their understanding of anatomy and physiology while developing their personal learning skills. The range of resources also enables learners to see where this unit makes links with many other aspects within the field of sport.

Adams M et al, *BTEC Level 3 National Sport Book 1*, Pearson, 2010 ISBN 9781846906510

Adams M et al, *BTEC Level 3 National Sport Book 2*, Pearson, 2010 ISBN 9781846906503

Adams M et al, *BTEC Level 3 National Sport Teaching Resource Pack* (Second Edition), Pearson, 2010 ISBN 9781846906541

Howley ET and Franks BD, *Health Fitness Instructor's Handbook* (Fourth Edition), Human Kinetics Publishers, 2003 ISBN 9780736042109

Marieb EN and Hoehn K, *Human Anatomy & Physiology* (10th Edition), Pearson, 2015 ISBN 9781292097060

Palastanga N, Soames RW and Field D, *Anatomy and Human Movement: Structure and Function* (Fifth Edition), Butterworth-Heinemann, 2006 ISBN 9780750688147

Sharkey BJ and Gaskill SE, *Fitness & Health* (Sixth Edition), Human Kinetics Publishers, 2006 ISBN 9780736056144

Stafford-Brown J, Rea S and Chance J, *BTEC National Sport and Exercise Science* (Second Edition), Hodder Education, 2007 ISBN 9780340939512

Tortora GJ and Derrickson BH, *Principles of Anatomy and Physiology* (12th Edition), John Wiley & Sons, 2008 ISBN 9780470233474



Journals

The following journals give comprehensive and up-to-date research into the fields of anatomy and physiology, demonstrating its impact on health and wellbeing as well as how the human body functions and sustains life.

American College of Sport Medicine's Health and Fitness Journal

British Journal of Sports Medicine

Exercise and Sport Sciences Reviews

International Journal of Sports Science and Coaching

Journal of Anatomy

Medicine and Science in Sports and Exercise

Research Quarterly for Exercise and Sport

Websites

The following websites give further information on a range of topics and work well in association with the textbooks and journals recommended. They provide good sources for information, ranging from anatomy and physiology in exercise through to its application to the National Health Service and sports coaches.

www.1st4sport.com – Coachwise

www.acsm.org – American College of Sports Medicine

www.bases.org.uk – The British Association of Sport and Exercise Sciences

www.heart.org – American Heart Association

www.humankinetics.com – Human Kinetics

www.nhs.uk – National Health Service

www.sportsci.org – Sport Science

www.sportscoachuk.org – Sports Coach UK

www.topendsports.com – Topend Sports



Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing

Delivery guidance

Approaching the unit

This unit allows learners to explore client screening, lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and wellbeing. The health and fitness industry is central in supporting clients to increase their fitness levels and adopt a healthy lifestyle, which fully supports the relevance of this unit's content. The knowledge gained within this unit will allow learners to support individuals in the industry.

Learners will assess the lifestyle of a selected individual, provide advice and plan a fitness training programme. This unit is assessed via an external assessment; therefore, quizzes, revision sessions and independent study are all appropriate and effective methods of preparation. The use of timed case studies and simulated clients will engage the learners and prepare them fully for their external assessment. Reinforced learning is crucial and should be embedded throughout the delivery of the unit content. Examination preparation and technique should be addressed from the outset.

Delivering the topics

Within the sector, client screening and designing fitness programmes are essential skills, often completed in time-constrained conditions. This underpins the reasoning behind an external assessment for this unit, which replicates the processes carried out in the industry. In order to prepare for this unit, learners should access real-life case studies, whereby they are required to interpret lifestyle factors and health screening data and develop and justify a fitness training programme and nutritional advice.

Independent study should be allocated at the end of each topic, allowing the learner an opportunity to consolidate their learning by making their own notes both for revision purposes and in preparation for part A of the external assessment. At the end of each topic, case studies and set examination-style questions should be conducted, supported by a tutor-led presentation to discuss content and grade boundaries.

Topic A

Topic A focuses on positive and negative lifestyle factors and their effects on health and wellbeing. It addresses the common barriers to change and the lifestyle techniques that can be incorporated to reduce unhealthy lifestyle behaviours. These factors can be discussed in terms of real-life examples or the learners themselves as subjects, to gain authenticity. The research and background to these factors can be delivered via a combination of formal presentations, pair and group research, and independent study and peer teaching.

Resources including the internet, health leaflets, support packs and key textbooks on this topic area are abundant. Learning can be reinforced by

watching related videos, taking part in class discussions, studying case studies and practising external assessments.

Guest speakers from a health field will provide first-hand accounts of the effects, barriers and strategies of lifestyle factors, while incorporating real-life cases, thus enhancing the learners' experience and keeping the unit vocationally relevant.

Topic B

Topic B focuses on developing the knowledge and skills for learners to assess the lifestyle of an individual. Following this, learners need to interpret the information and suggest suitable lifestyle improvements. Where possible, the learners should engage in practical role play, for example:

- completing screening documentation
- practising conducting health monitoring tests
- providing feedback and advice.

Tutor-led delivery is vital to provide an accurate understanding of this topic area.

Guest speakers from a health field would provide insight into how these processes are completed within the industry. These speakers can also provide an understanding of the importance of effective communication skills and client confidentiality.

Topic C

Topic C explores nutrition, addressing key terminology, components of a balanced diet and nutritional strategies for individuals completing training programmes. Delivery can be achieved via a combination of methods ranging from:

- quizzes designed by both the learner and the tutor
- directed question and answer sessions to recap and assess that learning is taking place
- individual, pair and group activities to encourage both a learner-centred approach and peer learning and assessment.

The jigsaw technique is also a valuable tool, whereby each learner has a topic to research and then teaches the rest of the group. Also 'marketplace learning' is effective, where learners research a topic area and then move around other learners' work and ensure that they have a full set of notes on the topic areas. Throughout learners are encouraged to prepare suitable notes for all their peers to use.

Topic D

For Topic D, engage learners in a varied combination of teaching methods focused largely on learner-centred learning via practical application where possible. Methods such as worksheets, and individual, paired and group activities will encourage both learner engagement and peer collaboration. This should be supported with formal tutor-led delivery facilitating theoretical understanding. Practical application is encouraged with external instructors/trainers, peer-led teaching, demonstrations and video examples. Any practical application should be supported with structured plenary activities to check understanding.



Topic E

Topic E focuses on training programme design. This topic can be delivered via individual, group and tutor-led delivery, incorporating teaching tools such as the jigsaw technique. Peer marking and feedback should be encouraged within this topic, so that learners become totally familiar with grading boundaries and assessment requirements. Learners should be encouraged to plan their answers fully for production of their training programme and justification.

Assessment guidance

The assessment of this unit is composed of two parts:

- Part A, which will be released two weeks before the supervised assessment session. Learners need to conduct preparatory research on key areas in response to the scenario and can take up to four sides of A4 notes into the supervised assessment. Learners are allocated eight hours for production of part A.
- Part B consists of a set task based on a scenario, to be completed within a two-hour controlled environment.

Marks will be awarded within a band, based on the quality of the answer in response to the assessment focus/outcome and depending on how the learners have evidenced each of the descriptor bullet points. It is highly recommended that during delivery you focus on the format of the examination and allow ample time to embed the examination technique. One aspect that learners may find challenging is that their interpretation is generic only, lacking relevance to the selected individual; therefore, this should be focused upon during delivery. Also, if learners have a limited understanding of training methods, this will lead to a weak developed training programme and thus weak justification. Appropriate revision techniques for this unit include learner-centred creation of effective notes. It is encouraged that you incorporate past papers (case studies/scenarios) from the Sample Assessment Materials into delivery of this unit.

Getting started

This provides you with a starting place for one way of delivering the unit. Activities are provided in preparation for the external assessment.

Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing

Introduction

Introduce the unit to learners via a video addressing the importance of nutrition, health and wellbeing. Following this, instigate a group discussion, enabling you to assess learners' prior knowledge while also encouraging engagement. Explain to learners that the unit explores client screening, lifestyle assessment, fitness training methods, nutrition and fitness programming to support improvements in a client's health and wellbeing and that this unit will equip them with the practical skills to support clients within the industry.

Differentiation is essential through the delivery process – understanding and knowing your learners will enable you to do this effectively. For example:

- ensure that groups are of mixed ability and reflective of mastery and developmental tasks to allow achievement by all. Extension tasks should be included where possible to stretch more able learners
- ensure that you attend to Bloom's taxonomy verbs' usage such as describe, explain and analyse
- develop your level of questioning appropriately with each learner
- during peer review, encourage problem solving in addition to the evaluation and review process.

Use case studies throughout to prepare learners for their external assessment. These can be designed by you or the learners themselves, although it may be beneficial to have groups of learners completing the same case study, so that they can consolidate and conclude together. Where possible, learners should share their findings with other members, especially if they are completing different case studies, thus providing variation.

To conclude each topic area, learners should be given adequate opportunity to consolidate their learning, raise any issues and revise the topic area. A complete lesson dedicated to each topic is suggested (three lessons for Topic D). Although collaborative group work is beneficial within revision, it is important that learners develop independence in preparation for their external assessment.

During the delivery of the unit, it is essential that a range of tutor methods are utilised to engage all learners and give learners ownership of their learning.

For revision sessions, encourage learners to discover their own preferred revision techniques, although guidance on effective methods should be explored with support from the tutor. From the outset, learners need to be supported with the production of notes.

To conclude each topic, learners should independently complete a case study. Following this, discuss the case study, recapping and highlighting any areas required for further clarification. You should make reference to the marking bands and grade descriptors throughout this process.



Topic A – Examine lifestyle factors and their effect on health and wellbeing

- Introduce the first topic through a tutor-led discussion, following the video (*Obese: A Year to Save My Life*, Claire Sweeney's *My Big Fat Diet* or *The Great British Diet*). This should lead to a more formal delivery classifying the importance of exercise into the sub-sections of physical, psychological, social and economic.
- In pairs, learners research government guidelines for exercise. Facilitate and encourage learners to look at the recommendations/guidelines for different population groups. Learners feed back their findings to the rest of the group.
- In pairs, learners consider the questions they need to ask in order to find out as much as possible about each other's current exercise/physical activity levels. From this, learners interpret the results against government recommendations/guidelines and make relevant comments. Where required, learners need to make suggestions to their partners to increase their physical activity levels. Once this interpretation has taken place, learners provide verbal or written feedback to their partner. You may conclude this topic area by drawing conclusions from selected individuals to instigate a discussion.
- For balanced diets, a discussion is a good starting point to establish prior knowledge and promote engagement. You can facilitate the discussion with leading questions and then clarify the importance of a balanced diet and adequate hydration.
- In pairs, learners access any resources detailing government guidelines and recommendations as well as strategies to improve dietary habits. You should facilitate the most appropriate websites for learners to access.
- Learners record in a simple format their dietary intake (food and drink) for the previous day. Switch these with another learner who interprets them. Any issues/areas for concern are to be recorded. Some learners will suggest suitable strategies to improve their partner's dietary habits as part of verbal or written feedback to their partner. Close this topic area by drawing conclusions from selected individuals to instigate a discussion.
- A tutor presentation confirming the benefits of risk-taking activities would ensure that this topic is covered briefly and accurately.
- For Topic A2 'Negative lifestyle factors and their effects on health and wellbeing', introduce learners to the negative lifestyle factors. Learners then research and produce a leaflet and present an overview to the other members of the groups. Where possible, peers should be encouraged to ask questions. Copies of leaflets should be made so that all group members have a full set of notes.
- Learners research government recommendations for alcohol intake and recommendations for sleep, watching any related videos on negative lifestyle factors.
- Topic A3 'Lifestyle modification techniques' addresses lifestyle modification and strategies to increase physical activity levels; a tutor-led discussion covering the various campaigns should be conducted. In pairs, learners can then research the strategies available to stop smoking; they may be able to draw on personal circumstances here too. To support this, the tutor could conclude by identifying the most popular strategies while addressing the suitability, advantages and disadvantages. Any available visual aids would enhance learning.
- To address reducing alcohol consumption, a tutor-led discussion or presentation discussing the suitability, advantages and disadvantages would be appropriate.
- Learners research strategies for stress management. Collate the learners' ideas and

address the suitability, advantages and disadvantages of the methods discussed.

- Guest speakers could discuss a range of negative lifestyle factors, and the strategies that lead to change. Learners would benefit from preparing questions in advance.

Topic B – Understand the screening processes for training programming

- Within a group activity, learners record information expected on screening forms; this activity can be led by the learners and facilitated by the tutor.
- Visual examples of screening documentation should be made accessible to learners. This can be supported by a formal presentation covering legal aspects.
- Learners produce posters on health monitoring tests, covering the key areas. In order to encourage knowledge and understanding fully, the learners are required to complete a five-minute demonstration of their allocated test. Materials produced should be copied and shared so that all learners have information on all tests.
- To support this, learners use their posters to practise performing the tests on their partner. Following this, they will be required to interpret results against normative data. To ensure a full understanding of normative data, learners should have access to a range of normative data, e.g., elite athletes.

Topic C – Understand programme-related nutritional needs

- Learners complete a quiz/mini test to check prior knowledge. Following this, discuss answers, with the key common terminology being accurately recorded on a pre-designed tutor worksheet. Energy balance will be covered via a tutor presentation, where a number of sports should be referred to.
- To address the topic of components of a balanced diet, learners should be given a macronutrient or micronutrient and asked to research the key elements, signposted by the tutor. Once all learners have completed this research task, use marketplace learning for learners to gather key information on all nutrients from each other. To consolidate and check learning, learners design a quiz for a partner covering Topics C1 'Common terminology' and C2 'Components of a balanced diet' so far.
- Hydration can be introduced within a discussion, which leads to a more formal tutor-led presentation. In pairs, learners research either hydration or hyperhydration, addressing the key areas signposted by you. Once completed, learners can swap information both via a 'teach' and by production of a suitable resource.
- Introduce Topic C3 'Nutritional strategies for individuals taking part in training programmes' via a discussion followed by a tutor presentation on nutritional strategies. A number of sports should again be referred to. Where possible, visual aids can be shown, e.g., gel bars. Jigsaw learning can be used. Each topic area is labelled A, B or C and then allocated to a learner. Learners conduct research and produce a factsheet, covering set headings. Once research is completed, learners merge the three and teach each other the topic.
- The topic of sports drinks should be introduced with a discussion about what learners drink and why. This will be followed by a presentation addressing sports performance. Where possible, different sports drinks are to be shown. The information advertised on the bottles could be discussed.
- To apply their knowledge of hydration, learners will be required to design a hydration plan for a specific sport. Learners will summarise their findings, and share and compare with other learners researching other sports.



Topic D – Examine training methods for different components of fitness

- For Topic D, a discussion surrounding elite athletes and the components of physical and skill-related fitness required for each sport would introduce this area. Learners can then complete a worksheet covering the definitions of the components. Learners need to spend time ensuring that they are familiar with each of the components.
- Introduce training programme design and its considerations. To cover aerobic endurance, lead a discussion on the various methods. Learners will support this with researching one of these methods and rotate and teach others.
- Introduce learners to the principles of training, FITT (frequency, intensity, time and type of exercise) and training thresholds via a tutor-led presentation, followed by a practical application whereby learners calculate their maximum heart rate (MHR) and relevant training percentages. Visual charts should be accessible here. To further extend this, learners will design a session for their peers to partake in. Before this, the layout should be discussed and examples of aerobic training programmes/sessions shown.
- Learners act as tutors and deliver their session. Choose the most appropriate sessions, depending on the size of the group. Some participants could be encouraged to record their heart rate throughout the activity. Following the practical, a plenary discussion reviewing the session should take place.
- To embed their knowledge and understanding further, learners are to produce a series of aerobic training sessions for a selection of individuals in mind (beginner/intermediate/advanced). They may select their own sport, or this can be signposted by the tutor.
- To cover Topic D2.2 'Muscular strength training methods', introduce the various types of training. Each group will be given a method to research and present to the rest of the group. Following this, the tutor will cover the principles of training and FITT. This could be delivered with the support of a guest speaker. Learners would benefit from taking part in a practical session led by a qualified professional.
- To embed their knowledge and understanding further, learners are to produce a series of muscular strength training sessions for a selection of individuals; they may select their own sport, or this can be signposted by the tutor.
- To conclude each topic area, learners should be given adequate opportunity to consolidate their learning, raise any issues and revise the topic area. A complete lesson dedicated to Topic D2.2 is suggested. Although collaborative group work is beneficial when revising, it is important that learners develop independence in preparation for their external assessment.
- For Topic D2.3 'Muscular endurance training methods', a tutor-led discussion and presentation followed by a practical will cover muscular endurance. A specialist in yoga, pilates or core training would also help learners to understand this topic. A practical session would need to be supported by a review or a question and answer activity.
- For Topic D2.5 'Flexibility training methods', a tutor discussion and presentation can introduce this content. The methods of training can then be split with each learner producing a poster for their method. Following this, learners can apply their knowledge by leading a practical covering their method. Opportunity for a review should be built into the lesson.
- The topic of speed (Topic D2.6 'Speed training methods') can be covered in a similar format to Topic D2.5. Again, learners can deliver their speed training

methods.

- To recap skill-related fitness components, a quiz could be designed. To introduce agility, videos and YouTube examples are effective and available for a range of sports. A discussion of application to a practical context can be tutor-led, to enhance learning. Where possible, learners would benefit from participating in an agility practical.
- A tutor-led discussion can be instigated to explore Topic D3.2 'Balance training methods', followed by learners researching and demonstrating balance training methods.
- Topic D3.3 'Coordination training methods' again can be introduced via the tutor, and researched and demonstrated by the learners.
- The topic of reaction time can incorporate some basic reaction time tests, which will facilitate a discussion. Learners can then research reaction time training methods and demonstrate their application to a practical context.
- Power training can be explored via video and YouTube examples followed by a tutor-led discussion. In small groups, learners can plan a plyometric session for a selection of popular sports. Again, where possible, learners should be given opportunity to take part in practicals to support learning.

Topic E – Understand training programme design

- A tutor presentation could introduce Topic E, followed by a recap of question and answer session on FITT and the principles of training.
- Learners are to be given some examples of aims for training programmes; they should discuss and consider the programmes needed to meet these needs. Several groups could have the same examples to ensure that learners are engaged and collaborative learning can take place.
- From this activity, learners are required to choose one of the examples and independently plan a six-week training programme. Programme design can be recapped where necessary. Learners are then required to peer assess each other's training plans, providing constructive feedback. From this, learners are to use their plan to produce a six-week training programme.
- Peers are required to use the marking grid to assess each other's programme. The tutor should also assess and provide feedback.
- The introduction of the justification should be tutor-led, followed by learners beginning to produce their justification; again, both their peers and tutor can assess the work and provide feedback.
- Periodisation can be delivered via the jigsaw technique: this involves learners being allocated a topic area to research, producing a factsheet and then teaching their peers.
- Following delivering of all topic areas, time should now be allocated for independent study and revision. This should be supplemented by case studies, followed by tutor-led delivery focusing on the case study. This will highlight areas that require more focus and recap. At all points, the marking criteria should be referred to. Revision tips and effective techniques should be addressed.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

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

- Unit 1: Anatomy and Physiology
- Unit 3: Professional Development in the Sports Industry
- 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
- Unit 20: Leisure Management
- Unit 30: Sports Massage

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Textbooks

Adams M et al, *BTEC Level 3 National Sport Book 1*, Pearson, 2010 ISBN 9781846906510

Adams M et al, *BTEC Level 3 National Sport Book 2*, Pearson, 2010 ISBN 9781846906503

Adams M et al, *BTEC Level 3 National Sport Teaching Resource Pack (Second Edition)*, Pearson, 2010 ISBN 9781846906541

Howley ET and Franks BD, *Health Fitness Instructor's Handbook (Fourth Edition)*, Human Kinetics Publishers, 2003 ISBN 9780736042109

Sharkey BJ and Gaskil SE, *Fitness and Health (Sixth Edition)*, Human Kinetics Publishers, 2006 ISBN 9780736056144

Journals

The following journals provide comprehensive and up-to-date articles and research relating to health, physical fitness and nutrition.

American College of Sports Medicine's Health and Fitness Journal

British Journal of Sports Medicine

Exercise and Sport Sciences Reviews

Journal of Physical Activity and Health

Journal of Sports Medicine and Physical Fitness

Research Quarterly for Exercise and Sport

Websites

The following websites provide information on a wide range of topic areas and can be used in conjunction with key textbooks and journals. They provide good sources of information about health, nutrition and fitness training and programming.

www.acsm.org – American College of Sports Medicine – health, fitness and nutrition articles

www.bbc.co.uk – BBC – healthy living

www.bhf.org.uk – British Heart Foundation – health, lifestyle, nutrition, hydration, heart disease, exercise, food labelling, questionnaires, smoking

www.brianmac.co.uk – BrianMac – sports drinks, fitness testing, training, programming

www.bupa.co.uk – BUPA – benefits of exercise, children and exercise

www.doh.gov.uk – Department of Health – obesity, healthy eating, initiatives, factsheets for government recommendations for physical activity (various age groups)

www.drinkaware.co.uk – Drinkaware – health effects and issues, facts, seven-day calculator

www.food4life.org.uk – Food4life – eatwell plate, food groups

www.livestrong.com – Livestrong – effects of poor nutrition

www.macmillan.org.uk – Macmillan – benefits of exercise, maintaining a healthy lifestyle and getting active

www.nhs.uk – NHS – physical activity guidelines for all ages, health benefits, activity levels, sedentary lifestyles and strategies, balanced diet, eatwell plate, smoking

www.nhs.uk/change4life – Change4Life – eat well, balanced diet, alcohol, strategies

www.topendsports.com – Topend Sports – a range of resources on fitness testing, fitness training and nutrition

www.who.int – The World Health Organization – health topics



Unit 3: Professional Development in the Sports Industry

Delivery guidance

Approaching the unit

This unit starts by providing an overview of the sports industry. It then looks at the scope and breadth of the industry in a national and global context. In this context, learners will focus on their chosen pathway and develop an understanding of regulatory bodies, qualifications, employability skills and career pathways in their chosen field.

The unit gives learners the knowledge and skills required to plan a career, take part in and review the application and interview process, and develop an understanding of the needs and requirements for a career in the modern sports industry. Learners will carry out a personal audit to identify suitable careers and plan the developmental pathway in a chosen sports industry career. This unit will present learners with the employability skills and qualities of planning, organisation and communication.

You could deliver this unit by using a mix of theory (to introduce learners to the topics listed in the unit content) and visits and guest speakers (to enable learners to apply the theoretical concepts they have learned). Learners will need to be able to produce written reports and to complete an application and interview process. Learners will then carry out a review of their teaching and learning identifying recommendations for future performance.

Delivering the learning aims

Learning aim A

Learners should be introduced to the size, scope and breadth of the sports industry. This could be done by referring to Sport England figures for participation, and the economic significance of sport may be used to illustrate the importance of the industry. Different areas of the industry could be explored, including leisure management, sports development, sports science, fitness, coaching, retailing and teaching. For Topic A1, learners should reflect upon their chosen area within the sports industry and how it is affected by socioeconomic, seasonal and geographic factors.

Learners should research Topic A2, careers and opportunities for progression in those careers both locally and nationally. Visiting speakers can be used to explain careers and pathways. Sport development officers, sports coaches, tutors and National Governing Body staff are often available to provide talks to learners. Learners should review the types of employment and working patterns that different jobs in the sports industry involve.

Learners need to identify suitable career aims and should carry out individual research into the specifics of their chosen career. It would be useful to show learners examples of career pathways, for example, ask a sports tutor or an outside speaker to explain their career pathway. The examples should include information about training routes, qualifications, legislation and skills and the

concept and opportunities for continuing professional development (Topic A4). As part of Topic A3, learners should be encouraged to evaluate different career opportunities in sport, select a suitable pathway and detail what is required to achieve this aim.

Learning aim B

In learning aim A, learners should have identified a suitable career aim within the sports industry. Classroom discussions could be used to allow learners to share their career aims and the requirements for their chosen career. Learners should identify skills such as teamwork, cooperation, communication, problem solving and ideas of how they may demonstrate competence in these areas for their chosen career. For Topic B1, peer review should be carried out identifying individual strengths and weaknesses towards their career aim. Learners could take on the role as each other's career advisers.

Learners should complete a SWOT (strengths, weaknesses, opportunities, threats) analysis to plan towards their career aim which they will explore in Topic B2. The SWOT analysis should make reference to the scope of the sports industry as discussed in learning aim A. For example, a talented football player in a rural area could have:

- a strength in football competence
- weaknesses in other curriculum sports such as rugby
- the opportunity to progress towards completion of the BTEC National and progression to university
- the threat of limited dedication to study and the distance to university from his rural home.

For Topic B3, after carrying out the SWOT analysis, individual learners should research and produce a detailed Career Development Action Plan (CDAP) with time-scheduled targets. The starting point for the CDAP should be today and targets should include:

- completion of the BTEC
- achieving of relevant vocational and academic qualifications
- gaining of relevant experiences.

Guest speakers can be utilised to illustrate career pathways and suggest suitable experiences. To aid and support the development of the personal audit and career plan, learners should collate a personal portfolio. This can be periodically reviewed and added to. Learners should reflect on their career aim and how their portfolio supports progression into that career.

Learning aim C

For Topic C1, learners need to select a job role in a chosen career pathway by using their skills identified from auditing and their CDAP. Learners need experience of preparing all the relevant documents associated with job applications, including a letter of application, CV and person specification. Learners would benefit from looking at examples used within their industry; examples of online job adverts and in local newspapers could be used to show a range of documents.

For Topic C2, learners need to take part in interviews and role-play scenarios for their chosen career pathway, utilising specific skills. Role-play scenarios will enable learners to take on different roles, for example, interviewer and



interviewee. Videoing learners during role-play scenarios would allow learners to observe their own body language, attitudes and behaviours. Learners need to demonstrate:

- 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

Learners need to reflect on the recruitment and selection process and their own individual performance. For Topic D1, learners should take part in role-play scenarios to enable them to review and evaluate their communication, organisational and employability skills. Learners should be given the opportunity to appraise their own roles in being interviewed, interviewing and observing.

For Topic D2, learners need to produce an action plan to highlight how to address any weaknesses in their skill sets. Learners need to carry out a SWOT analysis on their own individual performance in the role-play activities and produce a self-critique of the events and documentation prepared and how it supported the activity. Learners should review if the process was effective and whether or not they may need to develop skills further to be able to conduct and participate in interviews more effectively.

Learning aim	Key content areas	Recommended assessment approach
A Understand the career and job opportunities in the sports industry	A1 Scope and provision of the sports industry A2 Careers and jobs in the sports industry A3 Professional training routes, legislation and skills in the sports industry A4 Sources of continuing professional development (CPD)	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
B Explore own skills using a skills audit to inform a CDAP	B1 Personal skills audit for potential careers B2 Planning personal development towards a career in the sports industry B3 Maintaining a personal portfolio/record of achievement and experience	CDAP, supported by evidence of personal skills audit outcomes
C Undertake a recruitment activity to demonstrate the processes that can lead to a	C1 Job applications C2 Interviews and selected	Learners must participate in recruitment and selection activities. They will need to

successful job offer in a selected career pathway	career pathway-specific skills	interview and be interviewed, conduct a practical assessment activity and complete the appropriate documentation
D Reflect on the recruitment and selection process and your individual performance	D1 Review and evaluation D2 Updated SWOT and action plan	Learners will need to evidence all the documents created 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 SWOT analysis on performance of their interviewing assessment activity, linked to their personal development

Assessment guidance

This unit is internally assessed. Learners will be required to produce two assignments. There is a maximum number of two summative assignments for this unit.

To support a successful outcome, it will be beneficial for learners to practise preparing for their assignments so that they are familiar with what they are expected to produce. You should also ensure that the learners are familiar with the key terms typically used in the assessment for this unit.

It is recommended that you follow the suggested assignment format detailed in the unit specification.

Learning aims A and B are to be assessed via a report. The report should include a justification of 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. Learners must produce a CDAP, which must be supported by evidence of personal skills audit outcomes.

Learning aims C and D are to be assessed via recruitment and selection activities. Learners must participate in these activities. They will need to interview and be interviewed, conduct a practical assessment activity and complete the appropriate documentation. Learners will need to evidence all the documents created. They must also be able to self-critique performance, including what could have gone better and what skills need to be developed, so that they can enhance their employability. Learners must also carry out a SWOT analysis on their performance in the interviewing assessment activity, linked to their personal development.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 3: Professional Development in the Sports Industry

Introduction

Introduce the unit by discussing the knowledge and skills required for different career pathways in the sports industry. Explain that learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

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

- Using the specification, outline the nature of the learning aims and the assessment task that learners will be expected to complete.
- Lead the learners into a discussion about the size, breadth and geographic spread of the sports industry, locally and nationally, and the factors that affect sports provision and employment opportunities. Ask learners about any employment/work experience that they currently have in the sports industry and discuss future employment in the industry. Include discussion about the types of employment in your local area and the opportunities locally for employment in the sports industry. It would be useful for the tutor to have printed out some data and information about the size, breadth and geographic spread of the sports industry, locally and nationally, including the economic significance and number of jobs for learners to look through during the discussion. These websites may be useful:
 - www.prospects.ac.uk – overview of leisure, sport and tourism sector in the UK
 - www.sportengland.org – economic value of sport, and sport and the economy.
- Ask learners to work in pairs to identify the factors that affect sports provision and employment opportunities. Learners should identify geographical, sociological and seasonal factors in their paired discussions and should think about examples for each factor. Finish the lesson by summarising the factors that affect the sports provision and employment opportunities that the pairs have identified.
- Recap the factors affecting sports provision and employment opportunities. Get learners to work in small groups. Ask each group to research one of the three factors that affect sports provision and employment opportunities:
 - geographical, including location, environment, infrastructure and population
 - socioeconomic, including wealth, employment, history, culture, fashion and trends
 - seasonal, including swimming pools that only open in the summer, summer camps, holiday sports clubs, competition seasons and training camps.
- Learners should include research of local and national examples. Learners could present their findings to the whole group in the next lesson as an annotated poster.
- Introduce learners to careers and jobs in the sports industry. Explain to learners the different sectors (public, private, voluntary, third sector, public/private partnerships) within the sports industry and the different types of employers (public, private, voluntary, third sector, public/private partnerships). You could use the internet to show learners sources of information on careers in sport. The

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following websites may be useful:

- www.careers-in-sport.co.uk
- www.uk sport.gov.uk/jobs
- www.sportscareers.co.uk
- www.jobsinsports.com
- Lead the learners in a discussion about the different types of employment. Ask learners to consider the types of employment by describing practical examples from the sports industry and other sectors. Ensure that learners discuss employment locally and nationally and the types of work/contract, including full-time, part-time, fixed-term contract, self-employment (independent and sub-contracted), zero hours contracts and apprenticeships.
- Introduce learners to key pathways. You could present the learners with a pathway, explaining the route to get to that specific career. Ask learners to identify key pathways for careers and jobs in the sports industry and career routes. Learners should consider the different roles available within sub-sectors of the sports industry. Learners should reflect upon the types of work and the different roles available within their sector. It may be useful for learners to be able to carry out internet research to complete this activity. You could draw together the information learned from the individual activity and exchange ideas and information.
- Introduce learners to professional training routes and education pathways. Ask learners to research the education pathway for a chosen career in the sports industry. Learners should use a typical job description and person specification for the job. (It may be useful for the tutor to have these prepared before the lesson.) Learners should consider:
 - specialist qualifications
 - higher education
 - professional bodies, e.g., Register of Exercise Professionals (REPs)
 - minimum standards, e.g., for active coaches
 - National Governing Body membership and coaching awards.
- Flag up that the next lesson involves a guest speaker and ask learners to devise questions they would like to ask. The questions should be based around the career pathways and professional skills routes, training, legislation and qualifications needed to work in a chosen career in the sports industry.
- The guest speaker should explain their role and career pathway, including professional training routes, legislation and skills to meet their chosen career. The guest speaker could be a physiotherapist, sports journalist, sports coach, sports development officer etc. Ask learners to work on their own, writing up the notes they took and the answers to their questions from the guest speaker. Learners or groups of learners should continue to focus on their allocated areas to ensure full coverage of the relevant content.
- Introduce learners to legislation, industry standards and safeguarding in the sports industry. Get learners to work in pairs. Ask each pair to research the sector-specific legislation, which impacts upon job roles. Learners should select two different roles to research. Learners must consider:
 - industry standards, including safeguarding (Disclosure and Barring Service (DBS)), codes of practice, e.g., REPs, Sports Coach UK, organisational policies



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and procedures

- safeguarding – DBS: self-disclosure, enhanced disclosure, regulations and requirements.
- Engage learners in a discussion, pulling out key points and where necessary questioning about the role of CPD and how it can be carried out. The discussion should include:
 - memberships of professional bodies
 - required updates to professional competences
 - career progression training
 - gaining knowledge and experience through cross-sector opportunities.
- Ask learners to work in pairs to research how CPD can be carried out within the sports industry and to find examples of CPD activities for a specific career pathway. Learners should consider:
 - memberships of professional bodies, e.g., fees, qualification and logs of CPD
 - required updates to professional competences, e.g., first aid and safeguarding
 - career progression training, e.g., higher levels of qualification, management training, business management, higher education FdSc, BA and BSc
 - experience through cross-sector opportunities, e.g., participation in cross-sector organisation board working groups and elite performance programmes.
- Allocate time for learners to write revision notes for Topic A. Assignment 1 covers learning aims A and B. Learners should have access to computers with internet access, textbooks, journals and magazines.

Learning aim B – Explore own skills using a skills audit to inform a career development action plan

- Introduce learners to personal skills auditing and how this can help to match potential careers. Show examples of personal skills audits, how to carry out an audit and what the results mean. The following websites may be useful:
 - www.brunel.ac.uk – traffic lights skills audit
 - www.hull.ac.uk – skills audit
 - www.tress-tress.com – sample personal skills audit
 - www.exeter.ac.uk – personal and key skills audit.
- Ask learners to select an appropriate personal skills audit questionnaire and carry out an audit on their personal skills against a chosen career pathway. Learners should consider:
 - interests and accomplishments
 - qualities – reliability, organisational skills, commitment, resilience, empathy
 - basic skills – literacy, numeracy and IT
 - experience – sporting, leadership, work, travel
 - qualifications – educational and sector specific
 - generic employability skills – teamwork, cooperation, communication, problem solving
 - specific technical skills – coaching, instructing, leading, administering test

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protocols.

- Next, learners should use SWOT analysis to identify their own strengths, weaknesses, opportunities and threats. Tutors may need to recap SWOT analysis with learners. This website may be useful:

- www.mindtools.com – personal SWOT analysis.

You could draw together the information learned from the individual activities.

- Introduce learners to personal development planning towards a career in the sports industry. Ask learners to use their skills audit and SWOT analysis of their personal skills to produce an action plan towards a career in the sports industry. Learners should consider:
 - 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
 - CDAP – definition; higher levels, specialism and diversification, aims, milestones, measures
 - professional development activities – workshops, training, job shadowing, self-reflection.
- Introduce learners to the need to maintain a personal portfolio to record their achievements and experiences. Ask learners to compile their own personal portfolio. Learners can start by making a list of what they want their portfolio to contain, e.g.:
 - educational certificates
 - sport-specific awards
 - sporting achievements
 - testimonials
 - press cuttings
 - work experience
 - volunteering
 - any other relevant evidence
 - CVs targeting sports industry jobs.
- Once learners have decided what to put in their portfolio, they can begin to annotate where to add each document.
- Flag up that the next lesson involves a guest speaker and ask learners to devise questions to ask them. The questions should be based around maintaining a personal portfolio, what to include and how.
- The guest speaker should explain how they record their personal achievements and experiences. The guest speaker could be a physiotherapist, sports journalist, a sports coach, a sports development officer etc. Ask learners to work on their own, writing up the notes they took and the answers to their questions from the guest speaker. Learners or groups of learners should continue to focus on their allocated



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areas, to ensure full coverage of the relevant content.

- Allocate time for learners to write revision notes for Topic B. Assignment 1 covers learning aims A and B. Learners should have access to computers with internet access, textbooks, journals and magazines.
- Allocate time for learners to write assignment 1. Learners should have access to computers with internet access, textbooks, journals and magazines.

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

- Introduce learners to job applications. It will be useful to have some printed job applications to allow learners to investigate this type of document. Ask learners to select a job role in a suitable career pathway, using the skills identified from their personal audit and CDAP. Ask learners to prepare the relevant documents for a job application for this role. Learners must consider:
 - 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.

You could draw together the information learned from the individual activities.
- Introduce learners to interviews for chosen career pathways. Tutor could explain the process of interview as a physical education tutor/sports lecturer. In pairs ask learners to research the types of form used in interviews for their chosen sports career and the types of interview activity that are commonly used. Learners must consider:
 - 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 and 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.
- Flag up that the next lesson involves a guest speaker and ask learners to devise questions to ask them. The questions should be based on interviews and selected career pathways, and experiences the speaker has had when following their career path, e.g., micro-coaching sessions and addressing their peers.
- The guest speaker should explain how they have used communication and

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presentation skills during interviews when continuing down their career pathway. The speaker could discuss situations where they have had to address large groups and their peers, and to demonstrate work-related competences. The guest speaker could be a physiotherapist, sports journalist, a sports coach, a sports development officer etc. Ask learners to work on their own, writing up the notes they took and answers to their questions from the guest speaker. Learners or groups of learners should continue to focus on their allocated areas, to ensure full coverage of the relevant content.

- Allocate time for learners to write revision notes for Topic C. Assignment 2 covers learning aims C and D. Learners should have access to computers with internet access, textbooks, journals and magazines.

Learning aim D – Reflect on the recruitment and selection process and your individual performance

- Introduce learners to reviewing and evaluating their own performance. Learners should take part in role-play interview situations. They should take on the role as the interviewee and the interviewer. It may be useful for the tutor to provide interview questions for the learners. Alternatively, learners could produce interview questions as a homework task to hand in before this lesson. During the role plays, learners will need to be aware of the following:
 - 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.

These skills will be reviewed and evaluated in the next lesson to produce an individual updated SWOT and action plan.

- Introduce learners to updating SWOT and action plans. Ask learners to use the SWOT analysis on their individual performance in the role-play activities to self-critique their performance. Learners should consider:
 - self-critique of the events and documentation prepared and how it supported the activity
 - reviewing if the process was effective and how they feel they may need to develop skills further to be able to conduct and participate in interviews more effectively
 - an action plan to highlight how to address any weaknesses in their skill set.
- Allocate time for learners to write revision notes for Topic D. Assignment 2 covers learning aims C and D. Learners should have access to computers with internet access, textbooks, journals and magazines.
- Allocate time for learners to write assignment 2. Learners should have access to computers with internet access, textbooks, journals and magazines.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Several other units from this qualification complement this unit. These include:

- Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing
- 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 20: Leisure Management
- Unit 21: Leisure Centre Operations
- Unit 22: Customer Service and Sales in Active Leisure
- Unit 30: Sports Massage

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Textbooks

Auld C, Cuskelly G and Hoye R, *Working with Volunteers in Sport*, Routledge, 2006 ISBN 9780415384537

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

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

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

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

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

Dransfield R et al, *BTEC National Business*, Heinemann, 2007 ISBN 9780435454494

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

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

Nutall CJ, *Edexcel GCSE Business Studies*, Cambridge University Press, 2001 ISBN 9780521003643

Journals

Health Club Management

Leisure Management

Leisure Manager

Leisure Opportunities

Leisure Week

Websites

www.fsb.org.uk – Federation of Small Businesses

www.prospects.ac.uk – Prospects

www.sportengland.org – Sport England

www.statistics.gov.uk – UK National Statistics

Websites for careers in sport

www.careers-in-sport.co.uk – Careers in sport

www.exercisecareers.com – Exercise Careers

www.jobsinsports.com – Jobs in sports

www.leisurejobs.net – Leisure Jobs UK

www.leisureopportunities.co.uk – Leisure Opportunities

www.sportscareers.co.uk – Sports careers

www.totaljobs.com – Total Jobs

www.uksport.gov.uk/jobs – UK Sport

Websites for personal skills auditing

www.brunel.ac.uk – Traffic lights skills audit

www.exeter.ac.uk – Personal and key skills audit

www.hull.ac.uk – Skills audit

www.tress-tress.com – Sample personal skills audit



Unit 4: Sports Leadership

Delivery guidance

Approaching the unit

This unit gives an in-depth perspective of what makes an effective leader.

You can initially introduce learners to a range of sports leadership roles, exploring the roles' job description and developing the learners' understanding of what good leadership skills, qualities and characteristics look like.

After exploring key leadership roles, it would be beneficial for learners to participate in a variety of sports activity sessions led by sports leaders from their local community. Moreover, the more practical leadership roles (e.g., coach, trainer, official, risk assessors, first aiders and scorekeepers) could also deliver sessions to ensure learners gain a rounded approach to the unit.

During practical sessions, learners can note how the key skills, qualities and characteristics are used, as well as their application and importance in relation to the smooth running of the session.

Learners go on to explore the importance of psychological factors when taking coaching and should look at high-profile sports leaders to assist in their own exploration. They then progress to explore their own leadership style, with the unit culminating in learners leading their own sport and exercise session before evaluating their effectiveness. This will develop their ability to plan and lead, before evaluating all aspects of their performance and suggesting ways to improve.

Delivering the learning aims

Learning aim A

For learning aim A, learners could explore the different leadership roles that are required for achieving success in a sports or exercise setting. Research into the expected 'job descriptions' for each of the roles would be highly beneficial, with learners going on to explore the skills, qualities and characteristics of the roles.

It would then be valuable for learners to participate in a series of practical tutor-led sessions, demonstrating to learners the skills, qualities and characteristics of a leader to enable them to visualise their application. A part of the tutor-led session to help the visualisation for learners can, for example, be a demonstration that is well organised, includes clear communication, builds a good rapport, sets goals, is engaging and shows the leader as being fearless. Learners could then go on to lead short sessions to explore their own skills, qualities and characteristics early within the unit – this will allow them to prepare effectively for learning aim C.

When tackling Topic A3, learners could take their experiences from exploring skills, qualities and characteristics and delve into the importance of these and why their effective use is essential for sports and exercise leaders. For example, when tackling 'how to help an athlete to develop their full potential,' learners could explore how the different skills, qualities and characteristics can help develop this potential.

Learning aim B

For learning aim B, it would be beneficial to deliver the main aspects through tutor-led theoretical sessions, focusing upon each psychological area in turn, to ensure learners develop the specific knowledge required. These sessions could include small group work and pair work to help facilitate discussion and consolidate knowledge and understanding. Supporting these sessions could be independent learner work or small group work. For example, learners may research aspects such as social loafing and the Ringelmann effect, producing written notes of their findings.

Delivering learning aim B would be facilitated by an external input. This could come in the form of a visit and/or a guest speaker. The visit could be to a local leisure centre where learners can discuss the importance of psychological factors with an instructor. The guest speaker could lead an interactive session discussing leadership, with learners making notes throughout the progression of the session.

Learning aim C

For learning aim C, learners further develop the skills they started to develop in learning aim A: to lead a sport and exercise activity before evaluating this effectively. After developing knowledge of effective leadership roles and the expectations placed on leaders and effective leadership teams, an introduction to the practical skills required to lead effectively would be beneficial for learners to ensure that they are able to practise these.

Learners are required to develop their understanding of effective leadership styles and select the leadership styles most suited to them. It would be valuable to learners that you allow them the opportunity to observe different leadership styles in action, for example, what a democratic leader looks like. This would be useful before allowing them the opportunity to discover their own leadership style. Learners could complete this by delivering a series of small activities under the guise of different leadership roles. For example, in small groups, learners may be given a leadership style and role to adopt while delivering a short activity. They should consider their thoughts and feelings in relation to this and whether they believe it is right for them. Learners should have the opportunity to use the different leadership styles in a practical situation.

Before any practical leadership takes place for assessment purposes, all learners can develop their planning ability by producing a plan of a sport and exercise activity. Introduce them to writing an effective plan by sharing your own planning methods and the information that you would include. Learners are required to include key aspects such as aims and objectives, the use of SMARTER targets, identifying their leadership roles, styles and effective leadership roles.



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

Assessment guidance

The recommended assessment for this unit includes two assignments. The first assignment focuses on learning aims A and B and the second on learning aim C.

You may decide to split the first assignment into two sections to help the learners include the information required – section 1 (to produce a written report) may be completed after learning aim A is taught, with section 2 (to produce a report) then completed after learning aim B is taught. These two documents can then be joined together to create evidence for assignment 1.

For assignment 2, you should record learners completing their leadership activity or take photographs with learners providing detailed annotations. This visual evidence should be accompanied by effective, relevant paperwork evidence including a plan of the session and risk assessments. On completion of the session, an evaluation of their leadership should be undertaken. This can be visual or written.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 4: Sports Leadership
<p>Introduction</p> <p>Learners would benefit from an introduction to this unit through paired and group work, focusing on defining leadership and its key aspects. The unit can progress to offering practical experience of a variety of leadership opportunities, developing the theoretical knowledge underpinning these roles.</p>
Learning aim A – Understand the roles, qualities and characteristics of an effective sports leader
<ul style="list-style-type: none"> • Introduce leadership and the different leadership roles that the learners may take on – refer to Topic A1 for a list of each of the roles that thread throughout this unit. • Learners should research the ‘job descriptions’ of each leadership role and develop their own descriptions for a selected number of roles. • A guest speaker could be invited into your centre to deliver a practical session focusing on their sport and leadership role. The focus is to see how closely this links with the job descriptions created. Learners should make notes as the session progresses. • Introduce the skills, qualities and characteristics of effective leaders. Once explored, demonstrate their application and allow learners the opportunity to apply the skills, qualities and characteristics. • The learning here should be consolidated with independent learning work where learners look at the importance and effective use of skills, qualities and characteristics when leading.
Learning aim B – Examine the importance of psychological factors and their link with effective leadership
<ul style="list-style-type: none"> • Introduce learning aim B by explaining the significance of psychology and sport when creating an effective mindset. • Introduce the external psychological factors that affect a leader and allow learners to research each of these in detail, discussing the findings of the group. • Introduce the internal psychological factors that affect a leader and allow learners to research each of these in detail, discussing the findings of the group. • Visit a local sports facility to allow learners to discuss the effect of psychological factors on different sports leaders employed there. This could take place through discussions with the different leaders, e.g., fitness instructors. Upon return to the centre, this could be formalised into a task for learners. • Introduce three leadership theories (situational leadership, transformational leadership and transactional leadership), giving learners the opportunity to research the skills, qualities and characteristics of each theory. These theories are located in section B2 of the content. Following the introduction and completion of the required research, demonstrate the skills, qualities and characteristics that each of the leaders may display, e.g., by demonstrating transformational leadership, setting clear goals and having high expectations.



Unit 4: Sports Leadership

- Invite a speaker into the centre from a leadership position within a sport and exercise setting. The speaker could discuss what leadership can include. Allow learners to interact with the speaker through discussion and questioning.

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

- Introduce this learning aim to learners before they undertake work experience at a local sports centre or sports club outside directed time. Learners could use lesson time to create and maintain an effective diary of their time and findings.
- Introduce effective leadership styles, with learners working in small groups to present the key characteristic of one style to the group.
- Develop the leadership skills of learners through the creation of short sporting sessions that can be delivered to the rest of the class. Learners should work in small groups, with each member of the group taking on a different leadership role while displaying the same leadership style.
- Introduce planning and allow learners to create an effective plan for an activity that they will lead within the class. The planning process must include all vital information and have clear aims and objectives.
- Create job descriptions for each leader within the group for the planned activity, with each learner creating a newspaper article of the role they have been given and the expectations placed upon them, amalgamating articles with others in their group to create a newspaper.
- Learners would benefit from delivering their planned leadership activity, evaluating it upon completion. This evaluation should include their strengths and areas requiring improvement, with the group amalgamating their evaluation to evaluate the overall leadership of the team.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Several other units from this qualification complement this unit. These include:

- 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 31: Team Building

Courses offered by Sports Leaders UK also complement this unit. These courses include:

- Level 2 Award in Community Sports Volunteering
- Level 2 Award in Community Sports Leadership
- Level 2 Certificate in Dance Fitness Leadership

- Level 2 Certificate in Community Dance Leadership
- Level 2 Award in Leadership for Engaging Older Disabled People in Physical Activity
- Level 2 Award in Assisting in Basic Expedition Leadership
- Level 3 Certificate in Higher Sports Leadership
- Level 3 Award in Day Walk Leadership
- Level 3 Certificate in Basic Expedition Leadership

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Textbooks

The books listed below contain information that will help learners in their development as a leader, as well as their understanding of what makes a good leader.

Dorfman HA, *Coaching the Mental Game: Leadership Philosophies and Strategies for Peak Performance in Sports and Everyday Life*, Taylor Trade Publishing, 2005 ISBN 9781589792586

Edginton C et al, *Leadership for Recreation and Leisure Programs and Settings* (Second Edition), Sagamore Publishing, 1999 ISBN 9781571674371

Hellison D and Martinek T, *Youth Leadership in Sport and Physical Education*, Palgrave Macmillan, 2009 ISBN 9780230612365

Martens R, *Successful Coaching* (Third Revised Edition), Human Kinetics Publishers, 2004 ISBN 9780736040129

Rhodes R and Hayward S, *Basic Coaching Skills: Building Leadership in Youth Sports. Based on the National Standard for Athletic Coaches*, American Coaching Institute, 2000 ISBN 9780967794105

Websites

www.hse.gov.uk/pubns/indg163.pdf – Health and Safety Executive – This link is a PDF document that provides a brief guide to controlling risks in the workplace. This would be useful for the delivery of different leadership roles and their importance.

Each of the websites listed below may be useful to highlight to learners the variety of methods available to them for developing their ability to lead in selected sports. Learners could investigate coach education programmes in each of the websites listed.

www.britishcycling.org.uk – British Cycling

www.british-gymnastics.org.uk – British Gymnastics

www.britishswimming.org – Amateur Swimming Association

www.englishbasketball.co.uk – English Basketball Association



www.lta.org.uk – The Lawn Tennis Association

www.olympics.org.uk – The British Olympic Association

www.rfu.com – The Rugby Football Union

www.sportscoachuk.org/ – Sports Coach UK

www.sportsleaders.org/ – Sports Leaders

www.thefa.com – The Football Association

www.ukathletics.net – UK Athletics

www.uk sport.gov.uk – UK Sport

www.youthsporttrust.org/how-we-can-help/programmes/young-ambassadors.aspx – Youth Sport Trust



Unit 5: Application of Fitness Testing

Delivery guidance

Approaching the unit

This unit gives the learner a 'hands-on' practical experience of administering a range of different fitness tests to test different components of fitness. Therefore, access to fitness testing equipment and facilities to accommodate fitness testing are essential. Learners may benefit from a site visit to a sports science laboratory at a local higher education facility or a high performance centre. Here they could see demonstrations of current laboratory fitness testing equipment in use. Some laboratories will allow learners to take part in the laboratory fitness tests, which is an invaluable opportunity as they will be able to experience and therefore recall exactly which component of fitness was being measured in that test.

Learners will study the theory behind each fitness test and then experience the processes of going through each test's protocol and supporting participants as they complete the test. The fitness tests can be administered using learners within the class and learners from outside the class such as school/college sports teams or people who are external to the centre (providing appropriate safeguarding measures and ensuring health and safety are in place).

The results from the fitness tests are then used to identify strengths and areas for improvement for each participant. This information will be useful to the participant if they take part in sport as it will help them to determine which components of fitness need to be developed in training to support improvement in performance.

Delivering the learning aims

Learning aim A

Learning aim A focuses on the theoretical principles of fitness testing and discusses the main themes of validity, reliability, suitability and practicality. Validity and reliability are often confused with each other, so it is important that the differences are made very clear and practical examples of each should be provided to help to demonstrate these concepts.

These themes can be introduced by a combination of:

- formal lectures
- learner-centred learning (e.g., individual or group research based on the use of the internet and textbooks)
- small group discussion
- completion of worksheets focusing on what each term means and how it can be applied to fitness testing.

Ethical issues associated with fitness screening could be delivered by guest lecturers who have worked in the fields of fitness testing and who can give first-hand descriptions of the importance of ethical considerations in fitness testing.

They can also discuss how a person administering fitness tests can ensure they are meeting the requirements of ethical procedures with participants before and during fitness testing.

Learning aim B

For this learning aim, learners should be engaged in practical activities combined with theoretical delivery. The components of fitness and their appropriate fitness tests, as well as protocols, should be discussed with learners. Following this, the learners should practically administer each fitness test. Where possible, learners should also experience taking part in the test itself in order to gain a full appreciation of the whole fitness testing experience, as both a test administrator and a participant. By taking on both roles, the learners will gain a better appreciation of how to support participants when they are taking part in each fitness test. During this process, validity and reliability can each be considered for each test to help learners fully understand what each term means and how they relate to each fitness test.

Once learners have gained experience of each fitness test, they can begin to explore the planning process involved for the fitness testing and how to take into account selection of appropriate test for different people and the sports in which they participate. This could be carried out via case studies where learners have to determine which tests would be the best for each person in the case study. Group work could be included where learners take part in discussions about:

- the appropriateness of the selected fitness tests for the individual and their sport
- possible alternative fitness tests taking into account reliability, validity and practicality of the tests.

Learning aim C

For learning aim C, a fitness profile for an individual could be explored via a learner-centred research approach. Learners can be given fitness testing data from a case study of a specific sports performer, with different groups working on different case studies. They can then carry out research in the form of checking normative data tables on the internet or in books, and using journals and watching video clips of fitness testing.

Group and individual tasks could be set and information pooled within the group to encourage peer learning and consolidate learner understanding. Learners can then present a fitness profile for their individual to the rest of the class explaining the requirements of the individual's sport and relating these to the fitness test results.

Guest lecturers who have taken part in fitness tests to receive fitness profiles or professional fitness profilers could provide further information and real-life case studies to the learners. This will help the learners to fully understand the benefits of this process and the links to professional careers that use fitness testing as part of their job role.



Learning aim	Key content areas	Recommended assessment approach
A Understand the principles of fitness testing	A1 Validity of fitness tests A2 Reliability of fitness tests A3 Practicality and suitability of fitness tests A4 Ethical issues associated with fitness screening	A report on the principles of fitness testing, including practicality, suitability and ethics of fitness testing A presentation justifying the selection of fitness tests for a team or individual 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
B Explore fitness tests for different components of fitness	B1 Fitness tests to assess components of physical fitness B2 Fitness tests to assess components of skill-related fitness B3 Planning of tests B4 Administration of tests	A written fitness profile for a selected sports performer, supported by evidence of interpretation of fitness test results related to a selected sports performer 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
C Undertake evaluation and feedback of fitness tests results	C1 Produce a fitness profile for a selected sports performer C2 Providing feedback to a selected sports performer	A written fitness profile for a selected sports performer, supported by evidence of interpretation of fitness test results related to a selected sports performer 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

Assessment guidance

It is recommended you follow the suggested assignment format detailed in the unit specification and refer to the assessment guidance for specific detail.

It is suggested that learning aim A is assessed via a written report. Within the report, the learners must address the importance of reliability, validity, practicality and suitability in relation to fitness testing. They will also need to explore the ethical requirements of fitness testing. This includes what a fitness test administrator would need to do before, during and after fitness testing to ensure that they are complying with the fitness testing ethical requirements.

To support learners in their report writing, they should be encouraged to use headings, sub-headings and annotation such as pictures and diagrams to support explanations.

Learning aim B will initially contain discussion of the selection of the fitness test results that can take place either via written documentation or verbal discussion. B.P4, B.M2 and AB.D1 all require some practical assessment. The learners will need to demonstrate that they can set up each fitness test that they have selected so that it adheres appropriately to its fitness test protocol. They will need to demonstrate that they have carried out the appropriate health and safety checks before fitness testing, including checks on the fitness testing environment and equipment as well as the participant. The learner should have also discussed with the participant any pre-test procedures needed to be carried out before each specific fitness test where required. Learners will be expected to show that they have appropriate recording equipment to take the fitness test results and be able to record the results of each fitness test accurately. When the test is being carried out, the learner should support and guide the participant appropriately as well as demonstrate that they are following ethical guidelines for fitness testing.

Hard evidence of the practical assessment should be provided, including learner observation records and video evidence, or annotated photographs of each fitness test that was administered.

A written or verbal discussion of the interpretation of the fitness test results should then be held taking into account normative data tables. The learner can then either write or verbally discuss their performance in selecting the fitness tests and reviewing their performance in administering each test.

Learning aim C requires the production of a written fitness profile for a selected sports performer. The profile will have two focuses:

- the analysis of the physical and/or skill-related fitness of that person in relation to their performance in the fitness tests
- providing a written feedback to the sports performer to highlight their strengths and their areas for development.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 5: Application of Fitness Testing

Introduction

Introduce the unit to your learners by designing a video-based quiz on the components of fitness required for different sports. Clips that show a sportsperson performing specific techniques and skills specific to their position or their sport can be shown, such as a football goalkeeper jumping up high to save the ball. This will enable you to assess previous learning and is a fun way to engage learners. Outline to learners that the unit explores fitness testing through the use of practical application and how to ensure appropriate fitness tests are used for a specific individual in relation to their sport, their age and sporting aspirations. They will also learn how to conduct fitness tests appropriately, taking into account health and safety, ways to obtain reliable and valid data, as well as the suitability and practicality of each fitness test.

Explain the learners that they will be equipped with the practical skills to set up, administer and record the results of a range of fitness tests for both physical and skill-related components of fitness. This unit will also give the learners a good



Unit 5: Application of Fitness Testing

understanding of interpretation of fitness test results data and application to a specific individual in order to help to improve their performance.

Differentiation is essential during the delivery process; understanding and knowing your learners will enable you to do this effectively. For example, ensure groups are of mixed abilities to provide peer support as well as stretching more able learners. The assessment criteria command verbs will need to be fully understood by the learners that can be developed from questioning learners appropriately and independent research.

Learning aim A – Understand the principles of fitness testing

- Introduce the topic and content to your learners.

Groups carry out learner-led research using internet and textbooks on what each of the following terms mean:

- validity
- reliability
- practicality
- suitability.

Take feedback from the groups followed by a formal delivery of what each term means.

- Practicality – learners work in pairs to view the equipment required for the range of fitness tests and research the costs of each type.
- Discuss calibration of equipment and what it means.
- Hold a practical activity where learners calibrate a variety of equipment (e.g., scales, CD for multi-stage fitness test, grip dynamometer).
- Point out links between calibration and reliability.
- Discuss pre-test procedures and their effects on the reliability of fitness test results.
- Learners consider:
 - how a warm-up could improve or decrease fitness test results
 - pre-test procedures that should be followed by the participant (rest, hydration levels etc)
 - the fitness testing environment (heat, cold, surface, rain, wind etc).
- Group mini presentation:
 - Each group is given a sport to research how validity, reliability, suitability and practicality would affect the fitness testing of a sports performer in that specific sport.
 - They present the feedback to the whole group (each group is given a different sport to avoid repetition).

Ethical issues associated with fitness screening

- Encourage learner-led research using internet and textbooks to understand what 'ethical issues' means.
- Learners feed back to the rest of the group.
- Split the group into research teams to research informed consent forms and devise one that contains all the necessary information – learners feed back their findings by sharing their informed consent forms with another group. Each group comments

Unit 5: Application of Fitness Testing

on the form about what should be there and if anything is missing.

- Consolidate learning by whole class discussion to confirm what should be on an informed consent form.
- Tutor-led discussion should be held on participant pre-test preparation and how various factors could affect their performance, including appropriate rest, no exercise before test, appropriate hydration, levels and suitable warm-up for selected tests.
- Learner-led research using internet and textbooks into what data protection means in relation to recording results, confidentiality of data and storage of data.

Learning aim B – Explore fitness tests for different components of fitness

This part of the unit will primarily involve practical delivery, as learners should be able to have experience and where possible administer each of the fitness tests listed in the unit content. The equipment required for a VO₂max test and Wingate test may mean that these tests are not possible for practical administration or participation in some centres. Where this is the case, video footage or a visit to a sport science laboratory that contains this equipment would need to be undertaken by learners so that they are aware of what these tests entail and how they are administered.

- For each test, the following must be covered with learners:
 - test protocol
 - equipment required for each test
 - safe and effective administration of the fitness test
 - correct units of measurement
 - suitability of each test for a range of sports performers according to their fitness levels.
- The order of the tests must be considered so that learners are not unduly fatigued before participation in each test.
- Fitness tests to assess components of physical fitness should be experienced by each learner.
- For some fitness tests, such as flexibility and body composition, a circuit of each flexibility test could be provided, so that small groups go round to each test site and carry out the test.
- For other tests, large groups can be tested at the same time, e.g., multi-stage fitness test, speed tests and muscular endurance tests:
 - 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 (VO₂max), 12 minute Cooper test, Harvard step test, Rockport walk test
 - speed – sprint tests – 20, 30, 40, 50, 60 meters
 - muscular endurance – one-minute press-up, one-minute sit-up, wall sit test
 - body composition – skin fold callipers, bioelectrical impedance analysis, body mass index (BMI), girth measurements.
- Conduct fitness tests to assess components of skill-related fitness.



Unit 5: Application of Fitness Testing

- Again, for some of these tests, a circuit of tests can be set up:
 - 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.
- Case studies – when the learners have had experience of each test, they can be given case studies of sports performers with a specific age, gender and physical activity level. Learners then need to select appropriate tests based on suitability, validity, reliability, practicality, sequence of tests and resources.
- Practical assessment – where possible, learners should be encouraged to work with people who are not their peers so that they can experience fitness testing on a range of people of different ages and different physical activity levels. School or college teams could be asked to participate in the fitness testing or outside local sports teams (although this would require additional safeguarding checks).
- Learners should be supported and observed throughout the whole process of fitness test administration. Initially, they can work in pairs to ensure the protocol is being followed accurately. This will help to prepare them for the summative assessment for this learning aim.

Learning aim C – Undertake evaluation and feedback of fitness tests results

- Give an introduction to fitness profiling.
- Hold a group discussion on what fitness profiling means.
- Fitness test results – a variety of fitness tests results for physical fitness can be handed out to groups of learners. They then need to research normative data tables to interpret the results of each test. Each group can give a mini presentation to the rest of the class.
- Fitness test results – a variety of fitness tests results for skill-related fitness can be handed out to groups of learners. They then need to research normative data tables to interpret the results of each test. Each group can give a mini presentation to the rest of the class.
- Methods of feedback to sports performer – learners work in groups to discuss which methods of feedback can be used including both their strengths and weaknesses. Each group then feeds back to the rest of the class.
- Case studies – learners are given case studies of sports performers and their fitness test results. Learners need to identify strengths and areas for improvement as well as provide recommendations for improvement to develop each component of fitness tested.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Several other units from this qualification complement this unit. These include:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing
- 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 30: Sports Massage

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Textbooks

Adams GM, *Exercise Physiology Laboratory Manual: Health and Human Performance* (Fourth Edition), McGraw Hill Higher Education, 2001 ISBN 9780072489125

Adams M et al, *BTEC Level 3 National Sport (Development, Coaching and Fitness) Student Book* (Third Edition), Pearson, 2010 ISBN 9781846906503

Allen MB, *Sports Exercise and Fitness: A Guide to Reference and Information Sources*, Libraries Unlimited Inc, 2005 ISBN 9781563088193

American College of Sports Medicine, *ACSM's Guidelines for Exercise Testing and Prescription* (Seventh Edition), Lippincott Williams and Wilkins, 2005 ISBN 9780781745901

American College of Sports Medicine, *ACSM's Health-Related Physical Fitness Assessment Manual* (Second Edition), Lippincott Williams and Wilkins, 2007 ISBN 9780781775496

Coulson M, *The Fitness Instructor's Handbook: A Complete Guide to Health and Fitness (Fitness Professionals)* (Second Revised Edition), A&C Black, 2007 ISBN 9781408178263

Franks BD and Howley ET, *Fitness Leader's Handbook* (Second Edition), Human Kinetics Europe, 1998 ISBN 9780880116541



Hazeldine R, *Fitness for Sport*, The Crowood Press, 2000 ISBN 9781861263360

Heyward VH, *Advanced Fitness Assessment and Exercise Prescription* (Fifth Edition), Human Kinetics, 2006 ISBN 9780736057325

Howley ET and Franks BD, *Health Fitness Instructor's Handbook* (Fourth Edition), Human Kinetics Europe, 2003 ISBN 9780736042109

Maud PJ and Foster C, *Physiological Assessment of Human Fitness* (Second Edition), Human Kinetics Europe, 2005 ISBN 9780736046336

Powers SK and Howley ET, *Exercise Physiology: Theory and Application to Fitness and Performance* (Sixth Edition), McGraw Hill Higher Education, 2006 ISBN 9780071107266

Sharkey BJ, *Physiology of Fitness* (Third Edition), Human Kinetics, 1990 ISBN 9780873222679

Sharkey BJ and Gaskill SE, *Fitness and Health* (Sixth Edition), Human Kinetics, 2006 ISBN 9780736056144

Skinner J, *Exercise Testing and Exercise Prescription for Special Cases: Theoretical and Clinical Applications* (Third Edition), Lippincott Williams and Wilkins, 2005 ISBN 9780781741132

Stafford-Brown J and Rea S, *BTEC National for Sport and Exercise Sciences* (Third Edition), Hodder Education, 2010 ISBN 9781444111989

Watson AWS, *Physical Fitness and Athletic Performance: A Guide for Students, Athletes and Coaches* (Second Edition), Longman, 1996 ISBN 9780582091108

Journals

American College of Sport Medicine's Health and Fitness Journal (Lippincott, Williams and Wilkins)

British Journal of Sports Medicine (BMJ Publishing Group Ltd)

Exercise and Sport Science Reviews (Lippincott, Williams and Wilkins)

International Journal of Sport Science and Coaching (Multi-Science Publishing)

Medicine and Science in Sports and Exercise (American College of Sports Medicine)

Research Quarterly for Exercise and Sport (Routledge)

Websites

www.1st4sport.com – Coachwise

www.bases.org.uk – British Association of Sport and Exercise Sciences

www.humankinetics.com – Human Kinetics

www.sportsci.org – Sport Science

www.sportscoachuk.org – Sports Coach UK

www.topendsports.com – The Sports Fitness, Nutrition and Science Resource – provides a range of information including sport, sport medicine and sports psychology



Unit 6: Sports Psychology

Delivery guidance

Approaching the unit

In this unit, learners will look at the individual psychological factors that can influence performance, the psychological aspects of environments that sports are played in and the influences that others can have on performance. There is a range of ways to deliver the content of this unit and there are opportunities to take a practical approach in order to deliver a number of theoretical concepts. Concepts such as performance under pressure, cohesion and creating a psychological skills programme can all be delivered in a practical way. This unit lends itself to a lot of discussion in lessons and you can use current sporting situations to illustrate theoretical concepts.

From this unit, learners will gain knowledge of a number of different psychological concepts. The aim is that they will be able to use these in order to understand their own performance in sport and how to improve it.

Delivering the learning aims

Learning aim A

Learning aim A looks at personality factors and the influence they might have on sports performance. You could introduce the concept of personality testing using the 'personality of a pig' exercise, which assesses personalities based on how the person draws a pig. This should provide many discussion points around the many problems that can be encountered when assessing personality. The learners can then be given access to more recognised tests such as Eysenck's Personality Inventory test and Cattell's 16 Personality Factors (16PF) test. Throughout, you should be using sports-related examples to illustrate the role of personality on behaviour in sport.

For motivational factors in sport, concepts of intrinsic and extrinsic motivation can be delivered following discussion with learners around what motivates them. Formal presentation on the theoretical concepts of achievement motivation and attributions can be supported with practical tasks that will allow learners to develop their understanding in a practical context.

Learning aim A concludes with the concepts of arousal, anxiety and self-confidence, which are very closely interlinked. A combination of formal presentations, individual learner work, discussions and simple practical tasks can be used to deliver this area. Short video clips are a good way to demonstrate how performers can be affected by pressure. This can then be demonstrated further by setting up a simple practical exercise for learners to compare the effect of performing alone against performing in front of a group. Formal presentation of the theories can be followed by discussion about observations made from the practical exercise in order to check understanding.

Learning aim B

Learning aim B examines the impact of group dynamics on performance in teams. This learning aim can be delivered through formal presentation, group

discussion, paired work and practical tasks. Video clips found online can be used to illustrate the formation of groups, followed by discussion to check understanding. A formal presentation of the main theoretical concepts linked with simple practical tasks relating to cohesion and leadership will allow learners to gain understanding in a practical context. Learners can demonstrate their understanding of theoretical concepts by applying them to current sporting situations in paired activities.

Learning aim C

Learning aim C explores psychological skills training programmes designed to improve performance. As a practical exercise, learners could design their own psychological skills programme for improving performance. Learners can be introduced to the theoretical concepts of psychological skills training through formal presentation. Short video clips found online and tutor-directed practical activities can be used to illustrate the various types of psychological skills training. Discussion should be used throughout to check understanding. Learners could then work individually to produce a programme that will illustrate their understanding of the theoretical concepts.

Learning aim	Key content areas	Recommended assessment approach
A Understand how personality, motivation and competitive pressure can affect sport performance	A1 Personality factors and assessment of personality A2 Motivational factors A3 Arousal–performance relationship theories under competitive pressure A4 Attentional focus and sports performance under competitive pressure A5 Stress, anxiety and sports performance under competitive pressure A6 Self-confidence and sports performance under competitive pressure	A report on the different motivational factors that can be used by a coach via practical application of personality tests, which also details the effects of arousal, anxiety and stress on sports performance and how self-confidence is important in the reduction of anxiety levels
B Examine the impact of group dynamics in team sports and its effect on performance	B1 Group processes B2 Cohesion in effective group performance B3 Leadership in creating effective groups B4 Impact of processes, cohesion and leadership on a team and performance B5 Measurement of the impact of processes, cohesion and leadership on a team and performance using sociograms	A report on group development, leadership factors and the impact they may have on teams at different levels of sport including use of sociograms



<p>C Explore psychological skills training programmes designed to improve performance</p>	<p>C1 Psychological skills training C2 Designing a psychological skills training programme</p>	<p>A psychological skills training programme that describes different psychological training techniques</p>
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Assessment guidance

In the learners' report, assessment of learning aim A requires a description for A.P1 and A.P2. Personality and motivational factors are linked together but dealt with separately from arousal, anxiety and self-confidence, which are also linked together. The learner will be expected to use resources such as textbooks and the internet to describe how each of these has an effect on performance. For A.M1 and A.M2, the learner will need to explain how performance is affected. For instance, how might increased pressure have a negative effect on performance? A.D1 requires the learner to demonstrate that they understand how all of these areas are interrelated and how one can affect another to influence sports performance. For instance, why might someone who is high in self-confidence be less likely to suffer from anxiety? How might this then affect levels of arousal?

Assessment of B.P3 requires a description in the learners' report of how cohesion and leadership will influence successful team performance. Assessment of B.P4 should be practical in nature. You will need to create at least two situations that will allow for the construction of a sociogram. First, you can provide data for the construction of a sociogram that will identify leadership potential or gain this information from the group by means of a questionnaire. Second, a practical task will provide the opportunity for observations to be made in order to construct a second sociogram. The sociograms produced by the learner can be included in the report and will provide evidence for B.M3 and B.D2.

Learning aim C requires production of a psychological skills training programme. Criterion C.P5 requires a description of a range of psychological skills that could be used to improve performance. The learner can research these using suitable resources such as the internet and textbooks. C.P6 requires the design of a specific programme. The internet can be used to find examples of such programmes. The learner should tailor a programme to a specific subject and an area that needs improvement. An example would be the use of imagery to improve the performance of a closed skill. The learner may wish to implement this type of programme practically, using a suitable subject. The learner could measure the performance of the skill before and after the programme and the results could then be used for the explanation and analysis required for C.M4 and C.D3.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 6: Sports Psychology
<p>Introduction</p> <p>Introduce learners to the unit by outlining the increasingly important role that sports psychology is playing in preparation for competition. The concepts covered will give learners a greater understanding of the role the mind plays in performance and will enable them to apply some of the techniques to improve their own performance.</p>
<p>Learning aim A – Understand how personality, motivation and competitive pressure can affect sport performance</p> <ul style="list-style-type: none"> • Introduce the concept of personality by getting learners to draw a pig. Give information about what the drawing means to the learners and follow with discussion about the validity of this method as a way of assessing personality. Learners then complete Eysenck’s Personality Inventory test and Cattell’s 16PF test. Discussion to follow on limitations of personality testing. • Introduce social learning theory and interactional theory. In pairs, learners should find examples from sport of behaviour that could be explained by the different theories (e.g., why rugby players do not argue with referees in the way footballers do). • Introduce learners to the concept of motivation by getting them to list all the things that motivate them. Widen this to cover things that may motivate others. Explain the concepts of intrinsic and extrinsic motivation and how they work together. • Learners can take part in a practical session for both achievement motivation and the attribution process. <ul style="list-style-type: none"> ○ For achievement motivation, learners can complete a simple questionnaire giving an indication of their level of achievement motivation. For the practical task, a simple throwing exercise can be used. ○ For the attribution process, learners can work in small groups to design an activity that requires just one attribution for it to be completed successfully. <p>Show learners the theoretical models. A discussion could then take place as to whether the results of the practical tasks match up with the theory and how a coach might use these concepts when trying to motivate an individual or team.</p> <ul style="list-style-type: none"> • The effects of competitive pressure can be introduced by looking at clips from video-sharing websites showing top level performers getting things wrong under pressure and discussing what the learners think might have happened. • A practical session can illustrate the arousal–performance relationship. A simple and a complex task can be carried out individually and then in front of the group to illustrate how pressure can affect the performance of these skills. After presentation of the various theories (inverted U, drive theory, catastrophe), you can lead a discussion about how the results of the practical task can be explained and exactly why things may have gone wrong in the video clips viewed. • Introduce learners to the concept of anxiety, how it forms part of the arousal process and also how it is different. In pairs, learners could try to find examples from sport that illustrate how anxiety may have affected performance (e.g., Dustin Johnson three-putting the final hole at the 2015 US Open).



Unit 6: Sports Psychology

- Learners could work in pairs to identify factors that may cause loss of confidence and their effect on performance. Learners should also find examples from sport of individuals who currently appear to be lacking confidence and how this is affecting their performance. Discussion should enable learners to make the link between high self-confidence and low anxiety levels.

Learning aim B – Examine the impact of group dynamics in team sports and its effect on performance

- Introduce group processes with a presentation on the four stages of group development – a number of video clips are available online that will allow learners to gain an understanding of how groups develop.
- The Ringelmann effect and social loafing can be demonstrated using simple practical activities. Following presentation of these theories, you could lead a discussion on whether the results of the practical activity support the theory.
- Introduce the concept of cohesion with a presentation followed by learners working in pairs to identify examples of good cohesion in sports teams. Learners could also try to find examples of good cohesion in teams even though individuals do not appear to like each other. Discussion will allow learners to consider strategies a coach might employ to improve team cohesion.
- Present the theories of leadership and allow learners to identify any characteristics that well-known leaders in sport have in common. Learners could then choose five leaders in sport and identify whether they are emergent or prescribed leaders, and whether they appear to act in an autocratic or a democratic manner. A small group activity will allow learners to find examples where leadership has had a positive effect on performance and where it has had a negative effect.
- Practical sessions will enable learners to acquire data in order to construct sociograms. A questionnaire or prepared data could be used to identify potential leaders in a group. An unfamiliar game will provide the opportunity to collect data within a practical situation. Discussion about the data collected will enable learners to understand how a coach could use these data to identify potential leaders within a group and how cohesive a group is.

Learning aim C – Explore psychological skills training programmes designed to improve performance

- Introduce psychological skills with a presentation on self-talk and goal setting. Short video clips of sports people discussing goal setting will allow learners to gain understanding of this concept within a real-life setting.
- Present the principles of arousal control techniques. Learners can take part in practical activities to demonstrate progressive muscular relaxation and imagery. A pre-prepared script can be used for progressive muscular relaxation and a simple throwing task will demonstrate the principle of imagery. Discussion will enable the learner to gain an understanding of when it is appropriate to use these methods.
- Present the principles of designing a psychological skills programme. An example of a programme that has been used by an athlete will enable the learner to see how the principles are applied in a real situation.
- Learners can then design their own psychological skills training programme. Learners may choose to do this practically, e.g., by designing a simple imagery programme to improve the performance of a closed skill. The design will identify an appropriate subject, appropriate skills to improve and appropriate technique to use with this subject.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Several other units from this qualification complement this unit. These include:

- Unit 4: Sports Leadership
- Unit 8: Coaching for Performance
- Unit 14: Exercise and Circuit-based Physical Activity

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Textbooks

Adams M et al, *BTEC Level 3 National Sport Book 1*, Pearson, 2015 ISBN 9781292134000

Gill DL and Williams L, *Psychological Dynamics of Sport and Exercise* (Third Edition), Human Kinetics Publishers, 2008 ISBN 9780736062640

Stafford-Brown J, Rea S and Chance J, *BTEC National Study Guide Sport and Exercise Sciences*, Edexcel Learning, 2005 ISBN 9781844795895

Wesson K et al, *Sport and PE: A Complete Guide to Advanced Level Study* (Third Edition), Hodder & Stoughton, 2005 ISBN 9780340817018

Videos

http://www.youtube.com/watch?v=hH_Yt0K3tZA – Chris Waddle penalty miss

<http://www.youtube.com/watch?v=eer30sfqgkk> – Don Fox missed goal

<http://www.youtube.com/watch?v=1F4OFMiecec> – goal setting by the Australian Sports Commission

http://www.youtube.com/watch?v=PMbdA_a3bXM – how pre-game anxiety causes athletes to underperform

There are many other examples of how pressure can affect even top level sports personalities' performances online.

Websites

<http://educatedsportsparent.com> – good article on creating a mastery-orientated environment

<http://personality-testing.info> – links to Cattell's 16 Personality Factors test

<http://similarminds.com> – links to Eysenck's Personality Inventory test



Unit 7: Practical Sports Performance

Delivery guidance

Approaching the unit

The aim of this unit is to further develop the learners' understanding of different sports. The unit should be delivered practically where possible, although there is a need for classroom-based delivery for components of the content. When considering which sports to deliver to the learners, it is important that the centre select sports that are both accessible and easily understood. For example, sports with complex rules, which learners have never played previously, may prevent progress.

Delivery of the unit will need to be broken down into two parts: first, the centre will need to deliver the rules, laws and regulations for selected sports and then the practical component of the sports. In order to deliver this unit, a centre will need to have appropriately qualified staff and adequate facilities and equipment to deliver the chosen sports to the learners.

Delivering the learning aims

For this unit, learners need to understand the rules, laws and regulations for selected sports, be able to examine skills, techniques and tactics in two different sports, and participate in a team and individual sports. They will also need to reflect on their own performance using a variety of assessment methods.

Learning aim A

When delivering this learning aim, learners may be given the opportunity to complete National Governing Body (NGB) officiating awards. If learners are encouraged to complete externally recognised courses, it is important that learners still complete the assessment criteria requirements in addition to the qualification.

Where possible, learners should be able to witness sports being officiated at the highest level in order to give them an appreciation of the game. Where possible, practical application of the rules should be encouraged for the learners. Learners should be encouraged to participate in various different roles as an official and not just the 'lead official'. It is through being given the opportunity to try each of the different roles that learners will develop a further understanding of the roles and responsibilities that each official has during a competitive situation.

Learning aim B

When delivering this learning aim, learners should be given the opportunity to initially learn about different sports through practical participation, where possible. The delivery of sessions to learners should focus on the application of the technical and tactical demands of different sports. In addition to the practical delivery of this learning aim, it would also be helpful for learners if they could observe elite performers applying the technical and tactical demands of selected sports; this will give the learners the best practice. The combination of observation and participation in the technical and tactical demands of sports will give learners a greater understanding of a sport.

Learning aim C

When delivering this learning aim, learners could continue to participate in the sports that they have been introduced to in learning aim B, or they could choose

to be assessed in completely different sports. Learners must be given the opportunity to participate in both team and individual sports. Team sports can include double versions of individual sports, for example, badminton doubles and tennis doubles. Learners are required to be able to perform in competitive situations for their assessment; it is therefore important that learners are assessed in sports in which they can competently participate, applying both techniques and tactics.

Learning aim D

For the final learning aim of this unit, learners should be introduced to different methods used to review sports performance. Learners could be encouraged to do this through observing elite sports performers and using different methods of assessment to analyse performance. When learners have developed the ability to use the methods of assessment effectively, they should then be encouraged to use them to carry out peer assessments. This will enable learners to observe performers of a similar ability to themselves and also enable them to view more areas for development.

It is important that in addition to learning about different assessment methods, learners are also encouraged to develop a further understanding of activities and training methods, which could be used to further develop the performance of sports performers.

Learning aim	Key content areas	Recommended assessment approach
A Examine National Governing Body rules, laws and regulations for selected sports competitions	A1 National Governing Body rules/laws in selected sports A2 Roles and responsibilities of officials	A video analysis through a written report or presentation discussing the rules/laws and regulations applied in selected sports and the skills required to perform in sports. A breakdown of specific techniques used in the selected sports and how they can be applied in the selected sports
B Examine the skills, techniques and tactics required to perform in selected sports	B1 Technical demands required to perform in a sport B2 Tactical demands applied in sports performance	A practical demonstration of the skills, techniques and tactics in the selected sports through isolated/conditions practices and competitive situations
C Develop skills, techniques and tactics for sporting activity in order to meet sport aims	C1 Safe and appropriate practical performance demonstration and participation	A written report/essay, reflecting on strengths and areas of improvement using video analysis and other appropriate assessment methods to explain and justify the activities to improve performance
D Reflect on own practical performance using selected assessment methods	D1 Assessment methods to review the performance of the skills, techniques and tactics in the selected sports D2 Review the performance in the selected sports D3 Developments to improve performance	

Assessment guidance



To prepare to assess learners for this unit, the centre must ensure that they have appropriate resources to deliver the selected sports. Consideration should be given to both physical and human resources. Learners are required to compete in a competitive situation in each sport, so the centre must have adequate learners to compete in the sport(s) (in line with the rules/laws of the sports). The centre must also have access to a facility that can accommodate a competitive situation in each selected sport.

The staff within the centre who deliver the sports to the learners are also required to be able to effectively coach each sport to give the learners adequate knowledge of the technical and tactical demands and the rules/laws and regulations of the sports.

The use of both witness statements and video evidence is encouraged for this unit as supporting evidence for learners' reflections on their strengths and areas of improvement.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 7: Practical Sports Performance
<p>Introduction</p> <p>Learners should be introduced to the concept of what is a sport, and particularly what makes a sport a sport. Learners should be given the opportunity to review the development of a sport, and look at the structure and organisation required to generate a competitive situation at various levels.</p> <p>Learners should also be introduced to different skills (continuous, serial and discrete) and tactics.</p>
Learning aim A – Examine National Governing Body rules/laws and regulations for selected sports competitions
<ul style="list-style-type: none"> • Introduce the concept of National Governing Bodies – and the classifications of sports. • Introduce a number of sports to the learners – you could select one team and one individual sport. Learners should investigate the National Governing Body and the International Governing Body for each sport. • Learners should then be introduced to the rules/laws of the game; this could be delivered to the learners through an NGB recognised course. Most sports have specific courses to produce officials. In some sports, these are set at different levels. It is suggested that learners studying this unit should complete an introductory course for the rules of a sport. Through completing one of these courses, learners should develop an excellent understanding of the rules/laws and regulations and how to apply them in the different roles associated with a selected sport. • When learners have developed a thorough understanding of the rules/laws and regulations of a sport, they should then be encouraged to officiate in competitive situations. It is advisable that learners only officiate players who are younger than them, and players of the sports who are only competing at an intermediate level of competition. • To conclude the learners' understanding of the rules/laws, regulations and various different roles and responsibilities of each official, each learner should be

Unit 7: Practical Sports Performance

encouraged to observe officials in action. When doing this, learners should be encouraged to observe not only officials officiating elite competition, but also if possible officials officiating both intermediate and beginners competing in the chosen sport.

Learning aim B – Examine the skills, techniques and tactics required to perform in selected sports

Learners should be introduced to the skills, techniques and tactics of different sports initially through practical participation.

- Careful consideration should be given to the delivery of the practical element for this unit. Learners need to develop a thorough understanding of the skills, techniques and tactics of a sport. When doing this, the tutor/practitioner who is delivering this component of the course should break down each part to ensure that learners develop an understanding of the relevant component. This could be done through coaching skills in isolation, and applying skills, techniques and tactics in conditioned practices.
- After learners have been introduced to a number of sports (at least two) through practical participation, learners should then be encouraged to observe elite performers participating in competitive situations (this does not have to be live performances). Through observing elite sports performers, learners should develop a greater appreciation of the correct application of each skill, technique and tactic.
- When asking learners to observe elite sports performers in action, it may be an option to introduce some of the elements that will be covered in learning aim D. Learners are being asked to observe elite performers competing and to look at the application of different skills, techniques and tactics. Learners being introduced to different methods of analysing performance at this stage could be encouraged to develop their ability to use some of these methods.
- Learners could also be encouraged to complete peer analysis of the application of skills, techniques and tactics in selected sports.

Learning aim C – Develop skills, techniques and tactics for sporting activity in order to meet sport aims

It is important that a suitable amount of time is provided to allow for developments in the learners' sporting skills, techniques and tactics.

- Appropriate facilities are essential to allow for competitive game situations and in which logical assessments can take place.
- Careful consideration of the sport/s to be developed must be given for your cohort of learners. Learners can choose to be observed in a selected sport if applicable.
- Learners should be coached and allowed to practise the relevant skills and techniques in a progressive manner. (These learning strategies should be shared with the learners and their value discussed.)
- Your cohort of learners is likely to have a range of ability levels. The groups during the practice should be managed to stretch and challenge the stronger players, while also ensuring the achievements of players with lower ability. It may be beneficial for some sports to use a buddy system to facilitate peer learning and skills development.
- The practical session should incorporate the systematic inclusion of demonstration, isolated practice scenarios and conditioned practice (e.g., small-sided games and actual competitive games following NGB regulations).
- It is advised that for the assessment of this module, video be used for internal and external moderation purposes.
- It is advised that the learner performing the skills be clearly identified in the video



Unit 7: Practical Sports Performance

(e.g., numbers, coloured bibs).

- An adequate period of time to evaluate the skills, techniques and practice should be allocated to the learners (this can be done over a number of sessions if applicable).

Learning aim D – Reflect on own practical performance using selected assessment methods

It may be beneficial to ask learners to complete a participation log to evaluate the development of their skills during the delivery of the practical aspect of this unit. This may help augment the learners' ability to produce a detailed and critical evaluation, particularly regarding their skill development.

- Some of the reflective procedures should be shared with the learners during their practical sessions.
- Ideally, video recording of the practical assessment should be shared with learners in follow-up classroom sessions.
- A video laboratory may be set up for learners to book appointments and review their performance in isolation, if practical.
- To encourage detailed analysis of their performance, a range of methods of evaluation should be discussed with the learners in a classroom setting. Examples of how this is carried out at elite level should be discussed with your learners. The more able learners will be able to evaluate the limitations of some analysis methods and apply these considerations in their own reflection.
- Learners should complete this unit by engaging in research to investigate methods to improve their skills, technical aspects and tactical game awareness. A SMART target template should be provided to the learners. Logical courses, qualifications and where to seek advice should also be included.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Unit 31: Team Building from this qualification complements this unit.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Textbooks

Edwards J, *Badminton: Technique, Tactics, Training (Crowood Sports Guides)*, The Crowood Press Ltd, 1997 ISBN 9781861260277

Griffin LL, Mitchell SA and Oslin JL, *Teaching Sport Concepts and Skills: A Tactical Games Approach*, Leeds: Human Kinetics, 1997 ISBN 0880114789

Jones S, *Rugby: Passing, Catching, Kicking (Know the Game Skills)*, London: A&C Black, 2009 ISBN 9781408114100

Parkhurst A, *Tennis: A Complete Guide to Tactics and Training (Sporting Skills)*, First Stone Publishing, 2005 ISBN 9781904439479

Redknapp H, *Soccer Skills and Tactics*, Paragon, 2002 ISBN 9780752590448

Volleyball England, *Volleyball (Know the Game)* (Third Edition), London: A&C Black, 2006 ISBN 071367900X

Woodlands J, *The Netball Handbook*, Human Kinetics Europe Ltd, 2006 ISBN 9780736062657

Videos

A range of videos involving elite sports competition are suggested for this unit.

Advanced Badminton (DVD) (NTSC) – United States National Champion, Kevin Han, demonstrates how to become a top-level badminton player.

Basketball Power Forward Skills and Drills – Optimize Your Skills – Become a Better Player – Techniques and skills to achieve high-level basketball performance.

Cilene Drewnick: Building an All-Around Volleyball Athlete with Brazilian Training Methods (DVD) – Training techniques to be successful in volleyball.

FA Cup Final: 2006 – The Gerrard Final (DVD) – Features the classic 2006 FA Cup final between Liverpool and West Ham United.

London 2012: Gymnastics – Going for the Gold (DVD) – Features performances from the 2012 London Olympics.

Rugby World Cup 2015: The Final (DVD) – Coverage of the 2015 Rugby Union World Cup final between Australia and New Zealand.

The Australian Open Tennis Championships 2012: Men's Final (Novak Djokovic V Rafael Nadal) (DVD) – Features the classic men's final from 2012.

The Greatest moments in track and field – Sprint and Field Events (DVD) – Features a range of world-class performances in track and field athletics.

Websites

www.badmintonengland.co.uk – Badminton Association of England

www.britishcycling.org.uk – British Cycling

www.british-gymnastics.org.uk – British Gymnastics

www.britishswimming.org – Amateur Swimming Association

www.britishvolleyball.org – British Volleyball Association

www.englishbasketball.co.uk – English Basketball Association

www.lta.org.uk – The Lawn Tennis Association

www.olympics.org.uk – The British Olympic Association

www.rfu.com – The Rugby Football Union

www.sportsofficialsuk.com – Sports Officials UK

www.thefa.com – The Football Association

www.ukathletics.net – UK Athletics

www.uksport.gov.uk – UK Sport



Unit 8: Coaching for Performance

Delivery guidance

Approaching the unit

This unit is an introduction to sports performance coaching. The emphasis is on the role of a coach in developing and improving an athlete's technical and tactical performance. To develop learners' understanding of performance coaching, it is important that you cover the skills, qualities and responsibilities of leaders through a range of theoretical and practical methods. You should also make reference to progression through the performance pathway.

You could introduce learners to coaches across a range of sports and the UK Coaching Certificates (UKCC) coaching framework. This will help learners develop an understanding of the roles that sports performance coaches perform, and the guidelines and standards they operate within. Encourage learners to review other sports while establishing an ideal model for the performance coach in their chosen specialist sport. Throughout the delivery of this unit, highlight examples of good practice in performance coaching and encourage discussion of the core roles, responsibilities, skills and qualities of a coach and how they relate to safety, athlete development, and short- and long-term success.

You should give learners the opportunity to experience practically a range of drills and practices from different sports, and encourage them to research and gain experience with local sports clubs and coaches. This broad experience should be distilled into the learners' development of practices in their own sport. Learners could devise coaching sessions and practices to deliver to each other while developing reflection and evaluation skills through peer review.

Delivering the learning aims

Learning aim A

For learning aim A, you could introduce the concept of coaching for performance early in the course; this could be modelled by you and through observation of other coaches. These ideas and methods could be introduced to learners in a practical environment and learners could develop understanding of the skills, knowledge, qualities and best practice required for coaching for performance, by observing coaches and participating in coached sessions led by you, other coaches or each other. This could be supported by research into coaching best practice and reference to UKCC guidelines for level 1 and 2 coaches. Emphasis throughout must be placed on the development of athletes' performance through coaching behaviours, analysis and feedback.

Job specifications for talent coaches' roles can be researched on National Governing Body (NGB) and Sports England websites. A range of sports could be reviewed, with the learner developing an ideal model for their own sport. Learners could be encouraged to identify generic and sports-specific skills, knowledge, qualities and best practice required for coaching for performance. Evaluation of required and desired traits within the specification will give a deeper understanding of the role. Throughout the delivery of this unit, the learners could be encouraged to reflect on their strengths and areas for

improvement in how they meet the skills, knowledge, qualities and best practice required for coaching for performance in their sport.

Learning aim B

Learning aim B focuses on the learners developing their knowledge of practices and drills to develop the performance of skills, techniques and tactics in their chosen sport. Learners should experience a wide range of drills and practices from their own and other sports. These can be delivered by you, sports coaches or their peers. This is an opportunity to invite talent coaches from local clubs and NGBs. Learners can also be given the opportunity to develop their coaching behaviour through delivering practices from their sport to their peers. This may be a good time to introduce elements of learning aim C, the planning of sessions, although learners need not be expected to deliver whole sessions at this point.

The emphasis of drills and practices should be on developing the performance of skills, techniques and tactics within the learners' sports. They should be asked to adapt their drills and the drills from other sports to further challenge and develop the performance of the athletes. Learners could be encouraged to make the practices assimilate the physical and psychological demands of the sport in which they are preparing athletes to perform.

Learning aim C

Learning aim C builds on the drills and practices that the learners have developed to place them in a coherent progressive session and a series of sessions to promote the development of athletes' skills, technical and tactical performance. Learners can be asked what information they would require before planning to coach an athlete or team. This can be a class discussion with ideas harvested from the group, guided by you, to ensure that the essential content is covered.

Learners could be given and research a range of formats for planning sessions. Emphasis must be placed on the development of athlete performance and the progressive nature of the sessions' plans. Where possible, learners could be encouraged to deliver and review sessions and those of their peers to develop their planning, delivery and review skills. Scenarios can be used to contextualise planning or real-life opportunities to assist at clubs, in extracurricular activities or with their teaching group. Scenarios can be developed to include a target event for a series of sessions. Learners should look at the planning process by starting at the end point and taking logical steps back to establish how athletes' performance can be developed towards the series end goal. Links between the individual session and its place within the overall plan need to be discussed and alternatives considered.

Learning aim D

Learners now apply all they have learned throughout the unit to the delivery and review of their coaching for performance. The ability to review and action plan should be developed through practical experience. You should give the learners opportunities to deliver sessions with their peer group, at local club or in the community; this could be part of a work experience. The coaching sessions should be videoed to allow the learners to reflect on their coaching delivery. The sessions must be safe and focus on the development of the athletes' skills, technical and tactical performance. Once delivered, the learner can watch the video and gather information on the session through peer review and by asking you targeted questions. You should direct the learner to review elements covered in the unit content including athlete development, and cause and effect



within the session. They should be asking how their planning, practices and coaching affected the progress positively or negatively during the session.

You could encourage learners to be reflective in their practice. After coaching episodes, learners should engage in discussion and review, drawing conclusions about the extent to which the session fulfilled its aims and the development of the practices, and their continuing personal development as a coach.

Learning aim	Key content areas	Recommended assessment approach
A Investigate the skills, knowledge, qualities and best practice of performance coaches	A1 Skills and knowledge for coaching for performance A2 Qualities for coaching for performance A3 Best practice for a coach for performance A4 Self-reflection of personal coaching ability	Job description for a performance coaching role that details skills, qualities and best practices of a performance coach Report reflecting your current coaching performance against job description
B Explore practices used to develop skills, techniques and tactics for performance	B1 Practices to develop skills and techniques for performance B2 Practices to develop tactics for performance B3 Adaptation of practices to promote development of performance	Coaching resources that detail practices that will develop skills, techniques and tactics for performance Report that assesses the practicality, suitability and effectiveness of the practices, suggesting adaptations
C Demonstrate effective planning of coaching for performance	C1 Planning considerations C2 Planning for an individual session for performance C3 Planning for an overall series of sessions for performance	Coaching plan that details safe working coaching practices, develops performance and reflects its part in a series of coaching sessions Video of delivered coaching session based on the coaching plan
D Explore the impact of coaching for performance	D1 Delivering for coaching performance D2 Reflection on session D3 Coaching development based on reflection	Report reflecting on planning delivery and impact of your coaching performance

Assessment guidance

It is recommended that you follow the suggested assignment format detailed in the unit specification.

Learners should practically experience a range of sports and coaches, and then research specific skills, knowledge, qualities and best practice required for coaching for performance in their own sport. This should be supported by relevant research such as coaching manuals and NGB coaching awards as part of the UKCC framework.

Assignment 1 may be presented as a job specification and learners could look at different formats that are used by sporting organisations. The report could be written or a verbally presented reflection with audio or video evidence.

Assignment 2 draws together learners' experiences and research into the delivery of skills and tactics in their own sport to produce a resource of coaching practices that could be used as reference material by other coaches in their sport. Practices should be presented in a format that would allow another coach to replicate the experience of the learners' athletes. This could be presented in a written format, illustrated with diagrams or a video. Research, planning and action plans could be delivered in written formats with relevant citations included. These practices should be evaluated and justified, stating their strengths and weaknesses and ways in which they could be adapted to ensure the achievement of a session goal and the development of athletes' performance.

For Assignment 3, learners plan, deliver and evaluate a session plan that will develop athletes' performance. This unit is practical in its focus; therefore, there are opportunities for evidence to be presented in a range of formats, including written, illustrated, photographs or video. Learners may produce evidence in practical settings within the community and suitable evidence could be gathered for assessment such as videoing the coaching of a local youth team, supported by an authenticated observation record. Assessors must be able to review both the performance and the validity and accuracy of the learners' review of their coaching. Review of coaching performance could be evidenced in a written format or through an aural or a visual report.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 8: Coaching for Performance

Introduction

As an initial starting point, you will find it very useful to introduce the learners to the concepts of coaching for performance. Coaches for performance aim to develop and enhance the performance of athletes. In order to be successful, they will have a thorough understanding of the skills, knowledge, qualities and best practice required for coaching for performance.

Throughout the delivery of the course, you should encourage learners to reflect on their performance and maturely share peer review of coaching. Learners should also keep a coaching diary throughout the unit to review their own coaching experiences and identify strengths and areas for improvement.

Learning aim A – Investigate the skills, knowledge, qualities and best practice of performance coaches

- Introduce this learning aim by asking the learners to reflect on coaching they have experienced. What do they think makes a good and effective coach? Some of your learners may also have first-hand experience of coaching, so it would be useful to discover their prior knowledge, experience and understanding of the role. Throughout the delivery of the activities in this learning aim, learners should be encouraged to reflect on how their personal skills, knowledge and qualities meet the role of a coach for performance, identifying strengths, weaknesses and areas for improvement, and to begin making notes towards a coaching action plan.
- Working individually or in small groups, learners create a poster that details the skills and qualities a coach should have. Individuals/groups can then feed back their findings to the class. You should record their responses (on a flipchart/whiteboard) and be prepared to prompt learners if any skills/qualities have been overlooked. At this point, you could invite guest speakers from the county sports partnerships, professional coaches and NGBs to explain their jobs and the skills, qualities, knowledge and qualifications needed to fulfil their roles. If guest speakers are unavailable, learners could observe a range of coaches from different levels and from their own and other sports. This can be in person or on video. Alternatively, you could deliver a model session focusing on performance.
- Ask learners to identify whether the coaches are coaching for performance or to encourage participation. Challenge the learners to identify and note the skills, qualities, knowledge and best practice evidenced and required to produce the session. Learners should then reflect on the performance of the coaches observed, noting the skills, knowledge and best practice used in delivering the performance-focused session.
- In order to have some additional information on which to compare their observations of coaches, task learners with researching UKCC and NGB coaching frameworks to identify the skills, knowledge and qualities of a coach. Learners should also research online to find job adverts/descriptions for coaching positions. Alternatively, you could give learners a selection of adverts.
- To introduce learners to the assessment requirements, guide a discussion that covers the unit content for learning aims A1 and A2, in the recommended assignments. The discussion should guide the learners through the key content

Unit 8: Coaching for Performance

areas and introduce the recommended assessment approach. When learners have completed their research, ask them to reflect on how they compare to their own observations and evaluations of coaches. Learners could identify common traits, essential and desired requirements and in small groups write an agreed specification for a sports performance coach. Ideally, these groups would be sport specific, so that work is not duplicated.

- Individually learners should then move on to reflect on their research to write a model of skills, qualities, knowledge and best practice for a coach for performance in their chosen sport. This could be done by means of a structured template that learners then use as a self-evaluation tool when reflecting on their own practice and the practice of other performance coaches, identifying strengths, weaknesses and areas for improvement. Ask learners to research online to find job adverts/descriptions for coaching positions. Alternatively, you could provide learners with a selection of adverts. Learners could identify what skills they have and what skills they need to develop for that role.
- To complete the activities for this learning aim, guide a discussion that covers the unit content for learning aims A3 and A4 in the recommended assignments, drawing together the various topics. The discussion should guide the learners through the key content areas and introduce the recommended assessment approach.

Learning aim B – Explore practices used to develop skills, techniques and tactics for performance

- You will find it very useful to ensure that the delivery of activities in learning aim B is as practical and interactive as possible. Learners should experience drills and practices from a range of sports, reflect on them and adapt them to their own sport.
- Introduce this learning aim by delivering a sample session of drills and practices to improve athletes' performance in a range of sports. Initially, the focus of the drills, practices and delivery must be on improving technical performance. Drills/practices should include and progress the techniques through the following:
 - isolated drills/practices
 - conditioned situations
 - competitive situations – offensive and defensive.
- If possible, invite specialist coaches from NGBs and sports partnerships to deliver sessions and explain how they progress athlete performance. Alternatively, you may be able to arrange visits to local sports organisations.
- Using the variables identified in learning aim B3, task the learners with making adaptations and progressions to the drills and practices to challenge and promote improvement in technical performance. Learners should then review and adapt the drills and practices to their own sport and carry out independent research and preparation to plan drills and practices to deliver to their peers.
- When their planning is complete, ensure learners are given the opportunity to deliver drills and practices in their chosen sport to their peers or other groups of learners.
- At the completion of this activity, lead a discussion with the learners, reviewing drills and practices according to practicality, suitability and effectiveness and suggesting adaptations and progressions. You may wish to follow this up with individual feedback.



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- You can follow the process outlined above when moving the focus of the drills, practices and delivery on to improving tactical performance.
- At the completion of these activities, demonstrate methods of recording or presenting drills and practices for others to replicate such as numbered instructions, diagrams, photographs and videos. You should then ask learners to begin considering which method or methods would be most appropriate for their chosen sport and their style of delivery.

Learning aim C – Demonstrate effective planning of coaching for performance

- You may find it useful to have examples of pre-activity questionnaires, parental consent forms and session planning templates that the learners could review. Alternatively, learners could be asked either to research these online or to visit local sporting organisations to collect examples.
- Introduce this learning aim by leading a discussion on 'Why is planning important?' You should guide the discussion so that it covers the points outlined in learning aim C1. Alternatively, you could ask learners individually, or in small groups, to create a spider diagram of the range and types of information they might take into consideration when planning a coaching session, asking the question 'What essential information is required before planning sessions?' Using this information, learners could then have small group discussions, or you could lead a whole class discussion, on why the answers to their questions are important and how not having the information could affect their planning.
- In small groups, learners then review a range of pre-activity questionnaires and parental consent forms. At the completion of this activity, groups devise a class agreed pre-activity questionnaire and a parental consent form, which learners would use when planning their coaching sessions. These would also be useful evidence of successful completion of this part of the learning aim.
- For the next part of the learning aim, you may find it useful to deliver a model coaching session, focusing on the points covered in learning aim C2. Alternatively, you could invite a local coach to deliver the session or arrange a visit to a local sporting organisation. At the completion of the model coaching session, facilitate a group discussion on what activities were included in each part, why they are important and the duration of each part, ensuring that the progression points in learning aim C2 are fully covered.
- Once you are satisfied that learners are fully aware of all the planning considerations required, as outlined in learning aims C1 and C2, learners should be moved on to planning a coaching session. In order to do this, they will need access to a range of templates for planning coaching sessions, which you should provide; you can use lesson plans or templates from NGB coaching awards and Sports Coach UK guidance. Working in small groups learners should agree upon a session planning template and plan a coaching session. You may then find it beneficial to specify the extent of the parameters that learners should work within, e.g., each group is given a different group of participants (age/ability/individual needs etc) and a different environment in which to run an activity. Each group presents to the whole class what kind of session they would run and why. Consideration must be given as to how the sessions will be affected by the information gathered in learning aim C1.
- Following feedback and any changes thought necessary as a result of it, the same groups of learners work to plan a session with each learner delivering a different part of the session to the rest of the learners – one taking intro/warm-up, another taking technique and tactics, another adaptations, cool-down and feedback etc. The

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activity could run over a few weeks, so each group could run a session. Alternatively, and depending on your judgement of their progress, learners could work independently and deliver their session to the whole class, or to groups of other learners if this could be arranged either at your centre or at other local education establishments. At the completion of this activity, you should give individual learners feedback, which should focus on the planning and delivery of their coaching session.

- When the learners have adequately demonstrated their competence in planning and delivering a coaching session, they should be moved on to planning a series of coaching sessions (learning aim C3). You will need to outline the different formats for the planning of a series of sessions:
 - development of different skills and techniques combined
 - development of a selected technique
 - development of tactical application.
- You will also find it useful to explain different aims and targets for the series of coaching sessions. Learners could work in groups, with learners specialising in the same sport producing an outline plan for a series of sessions that build towards an agreed end goal. Learners should be encouraged to research their sport online and by using coaching materials. Learners should clearly identify different events or process aims and targets that they could work towards; this could be participation in an event or development of a performance goal. If there are a number of learners from the same sport, then more than one group can produce a plan. Alternatively, and once again depending on your judgement of their progress, learners could work independently. Learners should then present their plan to the group for review and justification of their decisions.

Learning aim D – Explore the impact of coaching for performance

- Central to this learning aim is the requirement that learners coach a sporting performance session. You should attempt to provide a range of delivery options: learners could coach their peers, or coach in their community as part of work experience, within school clubs with younger pupils or at their own sports clubs.
- Once a coaching group has been identified, learners should follow the processes established in learning aims B and C, and plan a set of coaching sessions accordingly. It will be beneficial if the learners are able to work with their groups before a session is video recorded. This will give them the opportunity to get to know the athletes in the group, refine their delivery, reflect on their practice and make any necessary changes.
- Before beginning the set of coaching sessions, learners will need to decide how the coaching sessions will be reviewed/evaluated. You may find it useful to lead a whole class discussion that identifies sources of information that can be used to review sessions such as peer review, tutor observation, athletes' feedback and self-reflection. You will also need to discuss the key performance indicators around which the review will be built, e.g., planning, organisation, awareness of health and safety, content of the session, leadership style, coaching communication, demonstrations, observation and correction of performance, achievement of the session objectives – essentially the skills, qualities, knowledge and best practice of a coach and athlete performance.
- Once the criteria have been decided, learners should produce a success criteria template, which can be used by learners, tutors, athletes and others who may observe the coaching session in order to rate their skills and identify strengths and areas for improvement. Learners could be directed to complete this before the start



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of their set of coaching sessions, and then complete it again at the end of every session. These completed reviews/evaluations could then be used as evidence of reflective practice, and for improving learner approaches to subsequent sessions.

- You should carry out coaching session observations and reviews of learners' coaching, indicating strengths and areas for improvement. You should also organise peer and performer feedback. These can be used to inform the learners' coaching diary and development actions.
- When reflecting on the delivery of their sessions and writing their concluding report, learners should be able to make a clear link between planning, delivery, coaching behaviours and the impact of their coaching performance. They should also, using all the available sources of information, be able to make personal and session development recommendations (as outlined in learning aim D3), identifying strengths, areas for improvement and further development.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Several other units from this qualification complement this unit. These include:

- Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing
- Unit 3: Professional Development in the Sports Industry
- Unit 4: Sports Leadership
- Unit 5: Application of Fitness Testing
- Unit 6: Sports Psychology
- Unit 12: Self-employment in the Sports Industry
- Unit 13: Instructing Gym-based Exercise
- 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 30: Sports Massage
- Unit 31: Team Building

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Textbooks

Armour K, *Sport Pedagogy: An Introduction for Teaching and Coaching*, Routledge, 2011 ISBN 0273732587 – The book offers theoretical and practical guidance for studying to become an effective tutor or coach, and for anyone who wants to inspire children and young people to engage in and enjoy sport for life.

Bush A et al, *Foundations in Sports Coaching*, Heinemann, 2012 ISBN 0435046845 – This textbook provides all the core content for sports coaching.

Cassidy T et al, *Understanding Sports Coaching: The Pedagogical, Social and Cultural Foundations of Coaching Practice*, Routledge, 2015 ISBN 0415857473 – This book provides an introduction to theory and practice in sports coaching that fully explores the social, cultural and pedagogical concepts underpinning good coaching practice.

Hackett P and Hackett S, *Creating a Safe Coaching Environment*, Coachwise Ltd, 2004 ISBN 1902523741 – Information for learners about creating a safe coaching environment. This book aims to help coaches protect and minimise the risks to them and their athletes. It includes sample risk assessment forms and information on how to create a safe coaching environment, legislation, health and safety, negligence and duty of care.



Lyle J, *Sports Coaching Concepts: A Framework for Coaches' Behaviour*, Routledge, 2002 ISBN 0415261589 – This book offers a comprehensive introduction to the conceptual issues that underpin sports coaching practice, and provides a complete conceptual framework for understanding sports coaching.

Lyle J and Cushion C, *Sports Coaching: Professionalisation and Practice*, Churchill Livingstone, 2010 ISBN 0702030546 – This book deals with all aspects of coaching behaviour and practice, including coaches' decision making, coaching pedagogy and the development of expertise.

Nash C, *Practical Sports Coaching*, Routledge, 2014 ISBN 1444176706 – Drawing on real-life case studies and examples, this book is designed to develop practical coaching skills and gives learners the methods and tools they need to become an expert coach.

Robinson PE, *Foundations of Sports Coaching*, Routledge 2014 ISBN 0415749255 – This book aims to give the learners all the skills, knowledge and scientific background they will need to prepare athletes and sports people technically, tactically, physically and mentally.

Sports Coach UK, *Coaching Sessions: A Guide to Planning and Goal-setting*, 1st4Sport.com, 1996 ISBN 978094785035x – This resource will help learners to plan individual sessions and set targets to meet their performers' needs.

Sports Coach UK, *First Steps into Coaching*, 1st4Sport.com, 2012 ISBN 9781905540952 – This resource will give learners the information they need to take their first steps into coaching.

Sports Coach UK, *How to Deliver Engaging Sessions*, 1st4Sport.com, 2012, product code B12066 – Each section of this book has thought-provoking questions for learners to consider using self-reflection and diagnosis of their own methods.

Thompson P, *Introduction to Coaching*, Meyer & Meyer Sport (UK) Ltd, 2009 ISBN 1841262587 – The official guide to coaching theory from the IAAF.

Various authors, *Know the Game* series, A&C Black, various dates – Each book contains everything learners need to know about the sport, including equipment, rules, techniques and training tips. These books are fully endorsed by the sport's professional body.

Journals

Coaching Edge Magazine (Sports Coach UK) – *Coaching Edge* is produced quarterly and includes top coaches outlining their innovative coaching methods, tried and tested theories to improve coaching, how sports science can really make a difference and well-presented technical information with something for every coach or sports enthusiast no matter what their level of experience.

Websites

The following NGB websites (the list is not exhaustive) may contain information regarding coaching materials and coaching practice. Some websites may link to others that have further information.

www.badmintonengland.co.uk – Badminton England

www.britishcycling.org.uk – British Cycling

www.british-gymnastics.org.uk – British Gymnastics

www.britishswimming.org – Amateur Swimming Association

www.ecb.co.uk/ – English Cricket Board

www.englandbasketball.co.uk – English Basketball Association

www.lta.org.uk – The Lawn Tennis Association

www.olympic.org.uk – The British Olympic Association

www.rfu.com – The Rugby Football Union

<http://tabletennisengland.co.uk/> – England Table Tennis

www.thefa.com – The Football Association

www.therfl.co.uk – The Rugby Football League

www.ukathletics.net – UK Athletics

Additional useful websites include:

www.1st4sport.com – Provides resources for sports coaching, training and physical education.

www.academyfootballcoach.co.uk/ – This website is regarded as an essential resource for soccer coaches and players as well as many others who work within football education and development across the world.

www.breakthroughbasketball.com – Monthly newsletter with tips, tactics and strategies for basketball coaches.

www.brianmac.co.uk/ – Sports Coach provides information on the many topics related to developing physical and mental condition to help fitness enthusiasts, athletes and coaches achieve their goals and to assist students studying sport-related qualifications.

www.coachwise.ltd.uk – Provides assistance to organisations that develop sports participation, coaching and talent programmes.

<http://news.bbc.co.uk/sportacademy> – BBC Sport Academy – Advice on technique for different sports.

www.safesport.co.uk – Offers a unique reference point on playing sport safely.

www.sportscoachuk.org – The UK's technical agency for coaching, established to promote for the public benefit the education of sports coaches, youth and community sports leaders, physical education teachers and other people engaged in the teaching and encouragement of sporting skills in the fields of physiology, biomechanics, psychology, sociology, philosophy and other sports-related subjects.



Unit 9: Research Methods in Sport

Delivery guidance

Approaching the unit

The overall aim of this unit is to help introduce learners to the concept of research and to develop practical skills in the use of research methods in sporting contexts. Consequently, this unit is best delivered in a practical manner using a series of mini-investigations that will allow learners to develop appropriate skills in the use of research methods.

Delivering the learning aims

Learning aim A

This learning aim centres on helping learners to develop an appreciation of the value of research in sport-based contexts and the different types of research. This is noteworthy and should be afforded attention in the delivery, as understanding the relevance of research in a sport-based context is often a challenge for learners. It is important to help learners to develop an interest in research and gauge their level of understanding of the concept of research in general (questions such as 'What do you think research is?' could be a good starting point for this).

When delivering this learning aim, the use of inquiry-led learning techniques may help learners to become more inquisitive and appreciative of the use and importance of research within the different aspects of sport. For example, you could use questions such as 'Have you ever wondered which training methods are beneficial for developing different components of fitness?' or 'Have you ever wondered how sport can be used to enrich the lives of particular groups of athletes, such as athletes with different disabilities?' This type of activity can be a precursor to the use of different problem-based learning centred on the concepts of evidence-based practice and the important uses of research when working with clients.

Learning aim B

This learning aim centres on learners appreciating the different factors that can affect the quality and effectiveness of research. Delivery of this learning aim lends itself heavily to inquiry-led learning, case-based learning and discussion activities that can be used to help learners appreciate the different factors that affect the effectiveness of research. Discussions could be tutor-led in the first instance (e.g., providing specific instances of projects with flawed methods and leading a discussion about why those methods are flawed), before using more learner-led, inquiry-led and case-based learning. These activities will help to provide a context for learners to relate information to sport, and could then serve to help learners appreciate in a more applied manner. Providing this progression is likely to facilitate the learners' transition through assessment and grading criteria.

Learning aim C

This learning aim centres on the development of practical skills in the use of research methods. This learning aim should be delivered through a series of simple mini-investigations in class that will allow learners to develop a skillset, rather than simply knowledge of when research methods could be used. Examples of mini-investigations could include the effects of different modes of stretching on hamstring flexibility to allow learners to develop skills in quantitative data collection and analysis methods, or investigating the groups' attitudes towards a contemporary issue in sport to allow them to develop skills in qualitative data collection and analysis.

Learning aim	Key content areas	Recommended assessment approach
A Understand the importance of research in sporting environments	A1 The different types of research A2 The importance of research for individuals in sport A3 Using research to inform work with clients	Report that examines the importance of research when working with clients in sport-based settings and the key issues that affect the effectiveness and quality of research
B Examine key issues that impact on the effectiveness and quality of research in sport	B1 Validity, reliability, accuracy and precision in research B2 The importance of ethics in research	
C Apply appropriate research methods to a selected research problem in sport	C1 Research designs C2 Data collection methods C3 Data analysis methods C4 Practical use of the different methods	Presentation including evidence of raw data collection and analysis

Assessment guidance

The unit assessments should give learners scope to consider both the concepts and applications associated with the use of research methods in sport. As such, the first assignment should encourage learners to use sport-based examples to contextualise their work throughout. This could include examining specific examples of factors affecting validity and reliability, as well as specific sport-based examples of different ethical issues in sport-based research. The second assignment should allow learners the flexibility to present a mini-investigation of their choice and should provide sufficient scope for learners to think broadly around the topic to facilitate their justification of the selected research methods. There should be appropriate live evidence of learners collecting data that are provided by you and the learner (e.g., video, annotated photographs, observation records), as well as appropriate live evidence (e.g., video or audio recording) of learners delivering their presentation.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 9: Research Methods in Sport
<p>Introduction</p> <p>Introduce the unit through discussions around the concept of research and the roles of research in modern-day sport and exercise (e.g., performance enhancement, improving health, investigating the benefits of different treatments). Learners could be asked to produce two spider diagrams for each of these topics (one for their understanding of the concept of research and the other for the roles of research) and then share these in group-based peer learning activities.</p>
<p>Learning aim A – Understand the importance of research in sporting environments</p> <p>The activities included in the unit introduction will benefit learners in their work towards learning aim A as they can provide the platform for you to lead an introduction to the different types of research and the importance of research.</p> <p>Once this overview of the different types of research has been completed, you could then use different discussion activities with learners to help them examine where the different types of research are useful in a sport-based context. Learners could supplement this with independent and group-based research activities to explore the different uses of the different types of research and produce real-world examples of these.</p> <p>After developing an understanding of the different types of research and when they are used, you could then use debates to engage learners with understanding the uses of research, such as the importance of evidence-based practice when working with clients. This may also provide an opportunity for learners to appreciate the relative, reciprocal merits of evidence-based practice and practice-based evidence.</p>
<p>Learning aim B – Examine key issues that impact on the effectiveness and quality of research in sport</p> <p>An introduction to this learning aim that outlines the concepts of validity, reliability, accuracy and precision would provide learners with a foundation from which they can later apply that knowledge. Using a combination of tutor-led activities (e.g., presentations), individual research tasks, and discussion-based activities could help to develop knowledge of these key factors in the early stages.</p> <p>The work on research ethics may benefit from a constructivist approach to learning, whereby learners create different definitions and/or descriptions of the term 'ethics' before engaging in peer-led and tutor-facilitated discussions of how these may apply in sport and/or exercise contexts. Learners could produce examples of things that they see as ethical 'issues' and why they see these as such. Tutors could then provide different realistic case-based scenarios, which learners could then appraise for ethical considerations. Example scenarios could include:</p> <ul style="list-style-type: none"> • You have been invited to investigate 30m sprint times in an under-14 girls football club • You want to investigate the effects of different sports drinks on multi-stage fitness test performance

Unit 9: Research Methods in Sport

- You want to learn more about coach behaviours in different sport settings. A supervisor has suggested it could be a good idea to not inform the coaches about the real purpose of the study.

Once learners are familiar with the importance of research within sport and the different factors that can affect the success of projects, you could use more inquiry-led or case-based learning activities to help learners apply these to sporting examples, in an integrated manner. An example research scenario and critical thinking questions for inquiry-led/case-based learning are as follows:

- Imagine you are conducting a research project in public opinions of player wages in football.
- What are the different factors that could impact on the quality and effectiveness of research?
- What are the different ethical issues that could be associated with a project like this?

To introduce learners to the concepts of validity, reliability, accuracy and precision, you could utilise a practical investigation. Some examples could be:

- Using skinfold calipers to assess body composition in student athletes
- The benefits of a short imagery training intervention on bullseye success in darts.

Learning aim C – Apply appropriate research methods to a selected research problem in sport

This learning aim is best delivered through practical mini-investigations. On a weekly basis, learners could be given a different mini-investigation title and then use appropriate data collection and analysis methods to complete the mini-investigation. The investigations should cover the breadth and depth of the unit content (research designs, data collection, data analysis and the preceding learning aims) and should be of sufficient scope to allow learners to develop their problem-solving skills. Example investigations could be:

- What are the differences in hamstring flexibility in males and females?
- Is there a relationship between support foot placement and penalty kick speed in football?
- What are further education students' opinions of sport and exercise provision in their locality?
- How does an injured athlete's perceive that they are psychologically ready to return to competition?

It would be worthwhile to use activities that will allow learners to explore the different potential research methods that could be used to complete the mini-investigation to help them to develop their critical thinking and exploration skills.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

- Unit 11: Research Project in Sport
- Unit 14: Exercise and Circuit-based Physical Activity

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Textbooks

Gratton C and Jones I, *Research Methods for Sports Studies* (Second Edition), Routledge, 2010 ISBN 9780415493932 – Useful textbook on research methods that will provide a helpful overview to many of the topics included in this unit.

Pitney WA and Parker J, *Qualitative Research in Physical Activity and the Health Professions*, Human Kinetics, 2009 ISBN 9780736072137 – Useful textbook on qualitative research.

Journals

Qualitative Research in Sport, Exercise and Health (Taylor & Francis) – Qualitative research methods. Publishes different articles on qualitative research in sport, exercise and health.

Websites

[http://www.bases.org.uk/write/Documents/BASES_Code_of_Conduct_\(3\).docx](http://www.bases.org.uk/write/Documents/BASES_Code_of_Conduct_(3).docx) – British Association of Sport and Exercise Sciences Code of Conduct, which outlines different ethical considerations associated with research and professional practice.

<http://www.bases.org.uk/Ethics-and-Participation-in-Research-of-Young-People> – British Association of Sport and Exercise Sciences expert statement on ethics and participation in research of young people, which outlines ethical issues unique to research with children and young people.



Unit 10: Sports Event Organisation

Delivery guidance

Approaching the unit

This unit gives learners an opportunity to explore the planning, promotion and delivery of sports events. It gives learners the chance to investigate a range of sports events, and this could include organised trips to visit forthcoming events or visits from sports event organisers.

This initial exploration should give learners valuable insight that will be needed when they prepare and present proposals for a sports event that they will plan, promote and deliver. Learners will then need to engage in a group activity as the main organisers to plan, promote and deliver one of the sports events, before carrying out a detailed evaluation of their organisation of the event.

Delivering the learning aims

Learning aim A

For this first learning aim, learners will examine the different types of sports events that take place and how they are planned and delivered. This gives an ideal opportunity for learners to visit a range of local, regional and/or national events. With advance planning, it may even be possible to arrange for learners to participate as volunteers in part of the planning, promotion and delivery of local and regional sports events; this participation is likely to give a real insight into the event organisation process.

An alternative is to arrange for visits from sports event organisers, which will also allow learners to receive first-hand experience and information about planning, promoting and delivering sports events.

Another option is to give learners detailed case studies of different types of events, and there is detailed information available regarding some of the larger scale events, particularly those on a national and global scale, for example, Rugby World Cup 2015, London 2012 Olympics and Paralympics, 2014 Commonwealth Games in Glasgow and the 2014 Tour de France Grand Depart in Yorkshire, all of which were held in the UK.

Although learners should have the opportunity to explore sports events of their own choice, encouraging learners to focus on different types of events may help them when it comes to making comparisons between events.

Learning aim B

Learning aim B gives learners an opportunity to work in groups to prepare their own proposals for a sports event that they will implement. Learners should be supported to develop an understanding of what would make a feasible proposal within the setting/location of this proposal.

Learning aim C

This learning aim allows learners to adopt the role of sports event organisers, planning, promoting and delivering a chosen sports event. Learners should

develop a staffing structure appropriate for the event, with clearly defined roles and job specifications that outline key responsibilities and required skills, personal qualities, knowledge and experience. Learners would benefit from 'applying' for roles that they believe they are suitable for, and from demonstrating their suitability in mock interviews so that appointments can be made to the various roles.

Following appointment, learners in their various roles will be required to demonstrate effective implementation of their responsibilities. The previously prepared job specification could be a useful source of reference, both for the learners to self-evaluate their own performance on an ongoing basis (see learning aim D) and for you to measure the learners' performance. Therefore, you might want to ask learners to keep a diary that documents their contribution to the event, while you should complete detailed observation records to confirm the learners' contributions. These sources of evidence should be reinforced with additional evidence of the learners' contributions, including digital recordings of the event planning and delivery, examples of promotional materials, feedback from other learners, participants, spectators and customers, and witness statements from other stakeholders.

Learning aim D

Learners should be encouraged to review on a regular basis the planning, promotion and delivery of the sports event by reflecting on their own performance and that of others. They could use their diaries and collect feedback from participants and customers whenever possible. Learners should be encouraged to take a critical look on the organisation of their event, as well as outlining their achievements, and to always give evidence to reinforce their analysis.

Learning aim	Key content areas	Recommended assessment approach
A Investigate how different types of sports events are planned and delivered	A1 Different types of sports events A2 Planning, promotion and delivery of sports events	A written report evaluating the planning, promotion and delivery of different sports events
B Develop a proposal for a sports event for implementation approval	B1 Feasible proposal for a sports event B2 Presentation of the proposal	A written report evaluating the planned proposal
C Undertake the planning, promotion and delivery of a sports event	C1 Planning and delivery C2 Promotion	A written plan for the promotion and delivery of a sports event
D Review the planning, promotion and delivery of a sports event and reflect on your own performance	D1 Review the planning, promotion and delivery D2 Reflect on own performance	Evidence of delivery – observation reports, delivery log, testimony and feedback from stakeholders A written report evaluating the effectiveness of the planning, promotion and delivery of a sports event



Assessment guidance

Learning aim A is recommended to be assessed via a written report evaluating the planning, promotion and delivery of different sports events. You should set a scenario that is vocationally relevant and has an appropriate context for the learners to fulfil the criteria and unit content. A detailed written report will need to be produced that focuses on two different sports events; these can either be linked to organised visits, learners' practical involvement in local or regional events, or to case studies about national or global events.

As an alternative, learners could independently research two sports events, possibly ones linked to their interests and specialisms. The events should be sufficiently different from each other, either in terms of scale or type of event, and sufficient information should be available regarding the planning, promotion and delivery of these events.

In the written report, learners will need to demonstrate an understanding of the planning, promotion and delivery of two different types of sports events. For A.M1, learners should effectively compare the organisation of the two sports events, and for A.D1, learners should evaluate the success of the organisation of the event. In both cases, they should ensure that the three elements of planning, promotion and delivery are all considered.

Learning aim B is recommended to be assessed via a written report evaluating the planned proposal. Learners could either work in groups or individually to develop proposals for a sports event that it would be feasible to implement. This gives an opportunity for a competitive process in which learners initially compete to give the most appropriate and feasible event proposal. Although learners could deliver formal presentations to explain the feasibility of their proposals, they will also need to produce a formal written report. The event proposal that is approved for implementation, either after the verbal presentation and/or the written report, should then form the basis for the event in learning aims C and D.

In their written report for B.M2, learners will need to give a detailed written analysis of the feasibility of their event proposal, focusing on key planning, promotional and delivery considerations. For B.D2, learners will need to give a detailed critical analysis of their own proposals, demonstrating a clear understanding of the strengths and weaknesses of their proposals and areas for improvement.

The third recommended assignment covers learning aims C and D, giving learners the opportunity to take full responsibility for implementing the approved sports event. When producing the written plan, learners should draw on the original proposal that was prepared for learning aim B. This will include the organisational structure and staffing roles and responsibilities, allowing learners to engage in a recruitment and selection process and seek appointment for their chosen role(s). Following appointment to these roles, learners will need to implement the practical planning, promotion and delivery of the sports event.

All learners should have the opportunity to manage key decisions for C.M3, even if this is only for their specific area(s) of responsibility. Practical contributions could be evidenced through annotated photographs, video footage, diaries, witness statements and assessor records that clearly evidences the learners' individual contributions.

Learners will also produce a written critical review of the planning, promotion and delivery of the event, including their own contribution, making a clear reference to feedback from participants in the event and other observers. Learners should be encouraged to collect formative evaluative feedback throughout the planning, promotion and delivery of the event, as well as to

record their own reflective comments in the form of a written, video or audio diary.

For D.M4, learners will need to give a critical analysis of the event with effective recommendations for improvement for future events, and analysis of their own performance. For CD.D3, learners will have to give a more detailed critical evaluation of their own performance and give clear justifications for these points based on evidence collected throughout the event's planning and delivery.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 10: Sports Event Organisation

Introduction

Introduce the unit with a group activity that allows learners to gain an understanding of the importance of leadership and teamwork in this unit. This activity could take any form but a practical activity is recommended as it would emphasise the practical nature of the unit and motivate the learners to demonstrate practical work-based skills.

Activities that allow learners to appreciate the importance of different roles within a team are also useful. The examples include Belbin's questionnaire, which would allow you to focus on each learner's specific abilities and skills, and how they can contribute individually to a team event. These activities will also allow learners to demonstrate their leadership potential, which will be particularly useful in this unit.

Learning aim A – Investigate how different types of sports events are planned and delivered

- You could introduce the learning aim by organising a trip to a local sports event, with the learners possibly contributing to the organisation of the event or just observing its planning, promotion and delivery. This would be an excellent way to excite learners about the practical elements of the unit while emphasising its links to important work skills and employability.
- A guest speaker from the local event could give a more detailed insight into its planning, promotion and delivery, and potentially give a critically evaluative outlook that will provide vital information for the A.D1 criterion.
- You could use a case study of the London 2012 Olympics, backed up with formal delivery and discussion.
 - Use question and answer sessions to determine learners' understanding about the event and its scale.
 - Allocate to different learners different aspects of the London 2012 event, which they should research, including its initial planning, promotion and delivery. They could then give feedback to the whole group.
 - Learners could also produce a spider diagram comparing the London 2012 event with other types of sports events.
- You could then use a small group, learner-centred research activity.
 - Each group could be assigned a different type of sports event, covering a wide range of types and scales.



Unit 10: Sports Event Organisation

- Each group could then prepare a mini presentation/‘show and tell’ for their peers, outlining their researched event. This could be followed by a question and answer session.

Learning aim B – Develop a proposal for a sports event for implementation approval

- Formal delivery and discussion based around key elements of a feasible event proposal can cover the main bullet points of the content for learning aim B.
- You could also mind map with learners to give ideas for feasible proposals and use discussion with learners to give ratings for the effective proposals.
- Small group research activity could then be used:
 - Each group could develop an event proposal, with different learners allocated specific bullet points of the learning aim’s content to research and develop for homework
 - In a group meeting, each member of the group could then give feedback about their particular areas of research, prompting discussion and approval by the whole
 - The group could then prepare a written report and presentation to be delivered to a panel of staff for approval.
- Groups could then formally present their proposals to a staff panel for approval, with each member of the group making a significant contribution. Based on the presentation, the staff panel should give feedback that learners should record for use when completing their final written report and for the B.M2 and B.D2 criteria. The presentation should also be videoed to allow learners to review their own presentations, as this again will be useful for the completion of the written report.

Learning aim C – Undertake the planning, promotion and delivery of a sports event

Learning aim D – Review the planning, promotion and delivery of a sports event and reflect on your own performance

Before the event – planning and promotion

- Based on the most successful event proposal that emerged from learning aim B, learners should begin to plan this event. Initially, they should agree on key roles and responsibilities linked to the proposed organisational structure.
- Learners can then complete applications for the roles that they believe they can fulfil most effectively. They will need to demonstrate their suitability for these roles in their applications. Interviews for key leadership positions can be conducted; interview panels could include leaders who have already been appointed.
- You could then use formal delivery and discussion based around the planning process and the structure of the decision-making process, including formal meetings of the main leadership group and sub-committees linked to specific areas of responsibility. The initial meeting should agree on the overall aims and objectives as well as short- and long-term SMART targets for specific roles and areas of responsibility. These targets should give focus for discussion at future meetings as well as a measure for judging the learners’ performance.
- Learners with leadership positions should contribute from an early stage to set targets and tasks for completion, with all meetings properly documented by a secretary and minutes/notes produced and agenda distributed before each meeting.

Unit 10: Sports Event Organisation

- Learners could complete a log/diary of their contribution to planning the event. This should make a clear reference to the notes/minutes of the meetings and their set targets and responsibilities. This could be a digital/video diary and should not only be descriptive but also evaluative so that it links to learning aim D.
- All learners should be involved in the key components of the event including promotional activities, health and safety and ethical considerations.
- You should assess each individual's contribution to the planning and promotion of the event using an observation checklist that makes a clear reference to the learner's ability to meet SMART targets and implement the tasks that they have been allocated. Learners should also complete regular formative self-evaluation of their own performance; this will link to the completion of learning aim D.
- The learners should agree at an early stage on their methods of obtaining feedback, including qualitative and quantitative feedback from participants, observers and other key stakeholders. Again, these methods of gathering feedback should be used throughout the planning, promotion and delivery process to give essential evidence for learning aim D.

During the event – delivery

- During the planning phase, when considering delivery of the event, learners should be allocated clear roles and responsibilities linked to:
 - setting up of the event
 - customer service and supervision of participants, spectators and stakeholders
 - health and safety and risk assessment
 - each learner making a contribution to the delivery of the event, using a well planned itinerary while ensuring they respond effectively to any unexpected occurrences.
- Learners should be clear about the means by which they will be assessed during the delivery of the event, including clear targets and responsibilities so that they can carry out a detailed reflective evaluation of their own performance.
- Visual evidence should be collected throughout the delivery of the event that demonstrates the learners fulfilling their specific roles and responsibilities. Evidence may include digital/video and photographic evidence.
- A key focus during delivery of the event should be collection of feedback from participants, spectators, assessors and other witnesses. This should again include both quantitative and qualitative feedback and could again include digital/video and audio recordings of any interviews conducted.
- Although, where possible, learners should be allowed to autonomously deliver the event, you need to make sure that appropriate supervision is provided to ensure the event is run in a safe manner.

After the event – review

- Learners should as soon as possible after the event watch its video/digital record in order to help them assess the quantitative and qualitative data collected, which will give the main evidence for their review of the event and their own performance.
- Learners should have completed a detailed self-review of their performance throughout the planning, promotion and delivery of the event. They should make reference to this as well as their diary/log of their contribution. Peer assessment can also be a useful tool for learners, receiving feedback on their performance.



Unit 10: Sports Event Organisation

- When carrying out their review, learners should make a clear reference to the event's aims and objectives, and the short-/long-term objectives linked to both the overall event and their own individual performance.
- To enable learners to highlight areas for improvement and make recommendations for future practice, they should refer to the results of the feedback collected, which should highlight strengths and weaknesses of the overall event, as well as to their review of their own individual performances. This will ensure that their recommendations have a clear evidential base.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Several other units from this qualification complement this unit. These include:

- Unit 3: Professional Development in the Sports Industry
- Unit 4: Sports Leadership
- Unit 12: Self-employment in the Sports Industry
- Unit 17: Sports Injury Management
- Unit 18: Work Experience in Active Leisure
- Unit 31: Team Building

It can also link with a range of Sports Leaders UK's qualifications, governing body coaching qualifications, and Sports Coach UK qualifications and workshops.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Textbooks

All of the following textbooks give an overview regarding event organisation in general, with a number of them focusing on the specifics of sports event management.

Adams M, Armstrong R, Gledhill A, Hancock J, Harris B, Phillippo P and Sergison A, *BTEC First in Sport Student Book*, Pearson Education, 2013 ISBN 9781446901618

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

Graham S, *The Ultimate Guide to Sport Event: Management & Marketing*, Irwin Professional, 1995 ISBN 9780786302444

Hoyle LH, *Event Marketing: How to Successfully Promote Events, Festivals, Conventions, and Expositions*, John Wiley & Sons, 2002 ISBN 9780471401797

Shone A and Parry B, *Successful Event Management: A Practical Handbook* (Second Edition), Thomson Learning, 2004 ISBN 9781844800766

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

Westerbeek H et al, *Managing Sport Facilities and Major Events*, Routledge, 2006 ISBN 9780415401098

Journals

International Journal of Event and Festival Management – Includes case studies of different events and the latest research on event management.

International Journal of Event Management Research – Seeks to enhance, disseminate and promote research findings and good practice in all aspects of event management.

International Journal of Sport Management and Marketing – Presents current practice and research in the area of sport management and marketing with some useful references to event management.

Journal of Applied Sport Management – Provides cutting-edge applied research in the field of sport management including event management.

Websites

<http://www.bbc.co.uk/safety/resources/aztopics/event-planning-management.html> – BBC article looking at event planning with a health and safety theme.

<http://www.bbc.co.uk/sport/0/30326825> – Excellent article looking at the scale of the different sporting events and which can be classed as truly global.

http://www.kentsport.org/pdfs/sports_sheet_sports_events_checklist.pdf
Kent Sports Development Unit – includes a useful checklist.

<http://learninglegacy.independent.gov.uk/> – Excellent website looking at the legacy of the London 2012 Olympics.

<http://letour.yorkshire.com/impact> – Detailed analysis of the impact of the Grand Depart of the 2014 Tour de France.

http://www.olympic.org/Documents/Reports/Official%20Past%20Games%20Reports/Summer/2012/ENG/2012-RO-S-London_V1_I_eng.pdf – Official report published by LOCOG on the London 2012 games.

http://www.regionalstudies.org/uploads/Airton_Saboya_Valente_Junior.pdf – Research measuring the economic, social, urban and tourist impact of mega sporting events, especially related to the 2014 World Cup.

<https://www.sheffield.ac.uk/eventsteam/organisinganevent> – Includes templates useful for organising an event.

<http://www.theguardian.com/sport/2012/aug/13/london-2012-games-verdict-around-world> – Guardian article about how London 2012 was viewed by the media around the world.

<http://www.theguardian.com/voluntary-sector-network-zurich-partner-zone/organising-events-top-tips> – Guardian article with 'top tips' for organising an event.



Unit 11: Research Project in Sport

Delivery guidance

Approaching the unit

This unit aims to help learners apply a range of skills to 'plan, do and review' a research project in sport. You should allow learners to explore a topic of their interest as opposed to predetermining the project for learners; however, there must be appropriate appreciation of limitations of practice within the scope of the qualification. You will need to ensure that learners have appropriate access to different equipment and facilities, and that they have received sufficient training as part of their course to complete their project safely.

Delivering the learning aims

Learning aim A

Learners would benefit from working in groups to create spider diagrams for their different areas of interest on the course and then develop their spider diagrams to consider what they would like to know more about this topic. It will be important for you to ensure that the topic ideas remain realistic for the level of learner and that the resources required can be appropriately accessed. As such, planning projects using class members would aid the feasibility of planning.

One of the more challenging aspects of producing research proposals is learners being able to create a clear rationale. Learners should work towards a rationale and proposal that is within their scope of practice and the level of qualification. This rationale would usually be based on a contemporary issue within sport (e.g., factors affecting physical activity participation), a lack of research within a given topic area (e.g., perceptions of coach behaviours within a given sport) or an applied reason (e.g., trying to find out the effectiveness of a training method within a specific population).

During this learning aim, learners should be taught about the structure of a research proposal. This could be at the start of the learning aim so that learners have had all of the information they need from the start of the learning aim, could be delivered continuously throughout the learning aim or could be a combination of both, commensurate with the needs of learners. Within this process, learners should be taught about the purpose of research proposals and, ideally, the purpose of each section of the research proposal.

This learning aim gives learners an opportunity to develop their problem-solving and critical thinking skills as they will need to decide on appropriate research methodology for their project ideas, while also providing the opportunity for enhancing their collaborative and communication skills through exploring their ideas with their peers. This learning aim lends itself to group-based discussion work and opportunities for peer feedback as learners discuss their research ideas, as well as the rationale and the evidence base behind their rationale, with their peers.

Learning aim B

This learning aim centres on data collection and analysis. You should allow learners the opportunity to develop their skills in self-management, encouraging them to be proactive in organising the resources required to collect and analyse data. Learners should also be encouraged to develop their ICT skills through data analysis, using programmes such as Microsoft Word or Excel to analyse and display their qualitative or quantitative data. This learning aim requires learners to work independently on many aspects of their data collection and analysis.

Learning aim C

This learning aim centres on writing up the research project. You should introduce learners to the different writing styles that can be used to write up projects as well as the standard structure for a research project. Providing opportunities for peer review of their written projects or the different sections of their written projects will engage learners in collaborative working and help them develop their critical thinking and communication skills by providing feedback to their peers.

Learning aim	Key content areas	Recommended assessment approach
A Plan a sport-based research project	A1 Selecting a research topic and creating a rationale A2 Deciding on aims and research questions A3 Deciding on an appropriate research methodology A4 Structure of the research proposal	A presentation that demonstrates a planned sport or exercise science-based research project
B Carry out a sport-based research project	B1 Data collection B2 Data analysis	A written sport or exercise science-based research report that follows the standard structure: <ul style="list-style-type: none"> ● evidence of collected data ● evidence of analysed data ● witness testimony or observation record, as appropriate
C Produce a sport-based research report	C1 Writing styles appropriate for research projects C2 Structure of the research report	



Assessment guidance

The first assessment for this unit is a presentation of a research proposal. Learners should present their research topic, the rationale, aims and research questions, and should present this in a structured fashion. There should be live evidence of the presentation taking place (e.g., audio or video recording). It may be necessary to develop presentation skills with learners, including how to combine text, images and tables in presentations, avoiding reading from slides, avoiding lengthy sections of text and ensuring that presentations that are clear, concise and coherent, are produced. The second assessment should provide a written account of the research project that follows the standard structure as laid out in the unit specification. This assessment should also include appropriate evidence of data collection and analysis (e.g., annotated photographs, interview transcripts).

Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 11: Research Project in Sport
<p>Introduction</p> <p>The introduction to this unit could build on that provided in <i>Unit 9: Research Methods in Sport</i>. This could include discussing the different benefits of being able to conduct primary research in a way that is meaningful for a level 3 learner (e.g., becoming a more informed practitioner by gaining a more in-depth understanding of a topic, career opportunities and progression). You may also help learners to reflect on some of the lessons learned through the successful completion on Unit 9. This would help to provide more of a connected learning experience for learners.</p>
Learning aim A – Plan a sport-based research project
<p>Using discussion activities and spider diagrams, learners think about which topic areas on the course they have been most interested in and why. After this, they can consider all of the different topics they would like to know more about.</p> <p>Once they have done this, learners can search and read relevant literature to help them form the rationale for their project as well as highlighting their research aims and questions. Learners could engage in peer debate so that they can have their peers' ideas about their idea, rationale and research aims/questions challenged, with a view to refining their ideas further.</p> <p>Once this is completed, learners should then explore the different research methods and decide on the most appropriate way of completing their desired project.</p> <p>Finally, after being taught about the standard structure of a research proposal, learners should produce their presentation for their research proposal.</p>
Learning aim B – Carry out a sport-based research project
<p>Learners should be taught how to effectively manage the data collection and analysis process. This includes key elements of organising and using resources, effectively recording data and the use of a research diary to document and reflect on the data collection and analysis process. This may benefit from an active researcher from the sector coming to deliver some lessons learned from real-life research around the demands of managing data collection and analysis.</p> <p>Learners should also be taught about reflective practice, and how this can be used to enhance their learning and develop their project data collection and analysis. Asking learners to reflect on any key aspect of their life, such as their performance in a game or event, can be a useful way of helping learners to develop reflective skills in a learner-friendly context, before attempting to apply their selected reflective model to their data collection and analysis.</p>

**Learning aim C – Produce a sport-based research report**

In learning aim C, learners should be taught about the different writing styles that can be used in projects. These include those in the unit specification and learners should have the opportunity of using these styles before writing their report. Learners could engage in peer feedback by critiquing their peers' work and providing comments on different aspects of the work.

Learners should be taught about the standard structure of a project write-up so that they are empowered to produce their report independently. A useful model for teaching the different sections is to discuss the overall structure of the report followed by the purpose and structure of each aspect of the project.

A significant amount of this learning aim will involve learners working on their research report independently.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit has potential links to all other units on the BTEC Level 3 Sport, depending on the focus of the chosen research project. However, this unit links directly to:

- Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing
- Unit 9: Research Methods in Sport
- 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

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Textbooks

Gratton C and Jones I, *Research Methods for Sports Studies* (Second Edition), Routledge, 2010 ISBN 9780415493932 – Useful textbook on research methods that will provide a helpful overview to many of the topics included in this unit.

Pitney WA and Parker J, *Qualitative Research in Physical Activity and the Health Professions*, Human Kinetics, 2009 ISBN 9780736072137 – Useful textbook on qualitative research.

Journals

Qualitative Research in Sport, Exercise and Health (Taylor & Francis) – Qualitative research methods. Publishes different articles on qualitative research in sport, exercise and health.

Websites

[http://www.bases.org.uk/write/Documents/BASES_Code_of_Conduct_\(3\).docx](http://www.bases.org.uk/write/Documents/BASES_Code_of_Conduct_(3).docx) – British Association of Sport and Exercise Sciences Code of Conduct, which outlines different ethical considerations associated with research and professional practice.

<http://www.bases.org.uk/Ethics-and-Participation-in-Research-of-Young-People> – British Association of Sport and Exercise Sciences expert statement on ethics and participation in research of young people, which outlines ethical issues unique to research with children and young people.



Unit 12: Self-employment in the Sports Industry

Delivery guidance

Approaching the unit

This unit enables learners to explore aspects of self-employment in sport and gives them an opportunity to conduct and use market research. It develops learners' understanding of the core aspects of business, including structure and reasons for success. Learners will also examine the legal and financial factors that influence self-employment within the sports industry.

Effective delivery of this unit will require exploration of the various types of sports businesses and self-employment opportunities available. Visits to sport and leisure organisations will give learners first-hand experience of how these organisations operate. These visits will also enable learners to carry out comparisons before selecting a service or product for their own business plan. Learners will also gain the skills needed to carry out market research and to explore where the research suggests their business might fit into the sports industry and opportunities for it to expand.

This unit focuses on the business skills needed to work as a self-employed person in the sports industry. Visits to sports businesses in the public, private or voluntary sector will enable learners to learn about the organisational skills needed for running different sports businesses. Developing links with sports businesses will also help learners to identify successful businesses, conduct market research and produce a promotional plan through meeting experienced management teams.

You could deliver this unit by using a mix of theory (to introduce learners to the topics listed in the unit content), visits and guest speakers (to enable learners to apply the theoretical concepts they have learned). Learners will need to be able to produce written reports and to complete a business plan using a template they have designed.

Delivering the learning aims

Learning aim A

This learning aim could be covered via a number of methods, including independent research, visits and use of guest speakers. Group discussion will enable learners to reflect on the variety of roles available as a self-employed worker in the sports industry. Tutor-led delivery may be used to further support theoretical understanding of the laws, legislation, professional bodies and taxes associated with working as a self-employed person.

Learners will need to examine the financial factors that influence small businesses and the qualifications and training needed for specific roles in the sports industry. Group work should be encouraged, using mini presentations to encourage peer learning and personal knowledge checks.

Learning aim B

This learning aim requires formal teaching of the methods used to collect market research. Learners can carry out primary research by producing their own questionnaires and interview questions. Learners can then gain first-hand experience of market research



by using their questionnaires and interview questions to investigate possible business opportunities, explore trends and discover ideas for business development and growth.

Learning aim C

To deliver this learning aim, you could use a number of methods, including independent research, group presentations, case studies and visits.

This learning aim requires formal teaching of strategical and organisational business models. Visits to a leisure centre would enable learners to observe business models in use and as used by different types of self-employed workers. These visits and other research sessions will enable learners to develop key study and employability skills.

Examining business plans will enable learners to develop ideas for their own business plan template and help them to produce a document relevant to the business proposal.

Learning aim	Key content areas	Recommended assessment approach
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 A2 Review an individual’s personal skills A3 Legal, insurance and registration to professional body requirements A4 The importance of contracts A5 Financing of the business A6 Start-up considerations	A written report that investigates legal requirements, financing of the business and start-up considerations on different self-employed role
B Research your market to generate business ideas	B1 Market research B2 Generating business ideas B3 Investigating strategies for growth	Range of research evidence Primary and secondary research A written report Business plan
C Develop a business plan to gain investment and/or contracts	C1 Nature of business C2 Business structure C3 Business models C4 Writing business plans	

Assessment guidance

This unit is internally assessed. The maximum number of summative assignments for this unit is two and 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.

To support a successful outcome, it will be beneficial for the learners to practise preparing for their assignments so that they are familiar with what they are expected to produce. You should also ensure that the learners are familiar with the key terms typically used in assessment for this unit.



It is recommended you follow the suggested assignment format detailed in the unit specification.

Learning aim A is suggested to be assessed via a report that evaluates different types of self-employment roles appropriate for an individual. The individual may be chosen by the learner or the tutor. The evaluation must include a comparison of the benefits and weaknesses of each type of employment, selecting the appropriate choice for an individual and consideration of the personal skills and type of roles required in the sports industry. To achieve the distinction criteria, learners must ensure that they fully evaluate the influences of insurance, laws and contracts on self-employment in the sports industry and provide an assessment of the role of funding, salaries, suppliers and premises for a self-employed person in the sports industry.

Learning aims B and C are suggested to be assessed via a business plan for a service or product in the sports industry, accompanied by an evaluative report. Learners could plan, conduct and analyse market research that can be used to generate ideas for becoming self-employed in the sports industry. Learners must then design and complete their own professional and strategical business plan, using the most suitable format for their business, which can be a service or product. The plan must include an analysis of the results from their market research. Learners must draw valid conclusions from their market research, demonstrating business opportunities in the sports industry.

Learners must also produce a report that reviews their business plan, recommending improvements.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 12: Self-employment in the Sports Industry

Introduction

Start by explaining that this unit gives learners the knowledge and understanding of becoming self-employed in the sports industry. Introduce the concept of market research used to generate ideas for business opportunities and to highlight gaps in the market, and local and national trends. Explain the role of business plans and the need to identify the intricacies of running a small business.

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

Outline the nature of the learning aim and introduce the learners to the different roles and types of self-employment in the sports industry and the legal implications associated with these careers, using the unit specification as a resource. Outline the nature of the assessment task that learners will be expected to complete.

- Ensure there are regular intervals when learners' research is shared with the rest of the group in plenary and discussion sessions, allowing ideas and information to be exchanged.
- A good starter activity is a tutor-led discussion to engage learners, pulling out key points (with questioning where necessary) about self-employment within the sports industry.
- Engage learners in a discussion about the roles and functions within self-employment in the sports industry, pulling out the key points and where necessary using questioning.
- Learners can work in pairs to identify the different roles and types of employment within the sports industry, generating ideas by thinking about the roles they have done themselves and what they would like to do. You could allow learners to use the internet to search for different roles.
- You could arrange a guest speaker to come and discuss the different roles within self-employment in the sports industry, and the different roles they have had in the past and hold now. The guest speaker should be sure to mention the benefits of each type of the employment role. In advance of the guest speaker's visit, learners could prepare a series of questions focusing on the benefits of different roles and types of employment within the sports industry.
- Learners can then work in pairs where each pair must identify the personal skills, characteristics, attitudes, behaviours and abilities needed to become self-employed. Learners could then annotate why each of these characteristics is necessary in the sports industry as a self-employed worker. Learners could next identify the characteristics they feel they have and those that they might need to develop or work to acquire.
- To introduce learners to time management and the roles and responsibilities of different self-employed workers in the sports industry, it may be useful to show them examples of completed diaries, timetables and year planners used by different roles in the sports. Learners could then work in pairs to produce a diary, timetable or year planner for a specific self-employed role within the sports industry. Learners



Unit 12: Self-employment in the Sports Industry

should indicate the activities and responsibilities for their selected role and the time allocated for these different activities.

- Next, you could arrange a visit to a local venue or facility. Learners could prepare a series of questions focusing on the sector requirements and specialist training needed to carry out different roles within the sports industry. Examples of potential visits are:
 - a venue that has hosted a major sports event
 - a major sports centre
 - centres/locations that have self-employed people working within their environment, e.g., gym instructors, coaches and health adviser.
- The visit should allow learners to observe people working in different organisations/types of work in a role that has management responsibilities to give learners an insight into the roles and responsibilities of the self-employed worker.
 - Introduce learners to key laws and legislation, professional body membership and tax by getting them to work in pairs to research a 'requirement' and produce a factsheet that they will present to the group. Learners should consider what the 'requirement' is, who it helps/protects, how it needs to be adhered to, its implications for a self-employed worker, its benefits and its possible consequences.
- For the importance of contracts, it will be very useful for learners to be able to examine examples of different contracts. Learners should be taught the importance of contracts and understand the legalities of protecting themselves and their clients. In pairs or small groups, learners could consider timeframes, conditions, rights, responsibilities and duties for their role.
- You could introduce learners to the importance of finance by using an individual activity in which learners select a self-employed role within the sports industry. They can then research the financial implications of that role and any funding opportunities available to them. Learners should consider salary, fees and tax, funding opportunities, cost of finding and leasing premises, supply chains, qualifications and insurance required for the role. You could finish this activity by engaging learners in a discussion, pulling out key points and where necessary using questioning.
- A useful activity to conclude the learning aim is for learners select a specific role within the sports industry and map out how this self-employed career would work, using notes compiled during the learning aim. For example, to work as a self-employed gym instructor, what type of work is involved, how would time be managed, what personal characteristics are required etc.

Learning aim B – Research your market to generate business ideas

As with learning aim A, ensure there are regular intervals when learners' research is shared with the rest of the group in plenary and discussion sessions, allowing ideas and information to be exchanged.

- Introduce learners to conducting market research to identify trends in sports and business opportunities, using formal teaching to cover the use of primary (questionnaires, interviews, observation) and secondary (published sources) research methods. It will be useful to show learners examples of questionnaires used to collect market research. You could ask learners to produce a questionnaire template that they can later use to carry out market research in their local area. You could complete this activity by engaging learners in a discussion, pulling out key points and where necessary using questioning about market research methods.



Unit 12: Self-employment in the Sports Industry

- Learners can then with a partner carry out market research in the local area to identify trends and potential business opportunities using the questionnaires produced earlier. Learners might also want to use interviews to gain further information from people regarding potential business opportunities. The market research could be carried out within the school/college, the local area or within their peer group, depending on the target audience.
- Next, learners could carry out secondary research on the potential business ideas generated by the primary research, and explore other possibilities by carrying out internet research using published sources of information. Learners should collate their research so that it can be further explored in the next lesson.
- Using the research collected previously, learners could then identify gaps and opportunities in the market. Learners must use their primary and secondary research to provide evidence that these opportunities exist. They could display their research information through charts and graphs to support their conclusions and choices.
- Introduce learners to competitors, barriers to the market, pricing strategies and innovations. You should include the ideas generated by the learners' previous market research. Allowing learners to see examples of annual and financial reports of existing businesses in the sports industry will develop their understanding of this topic.
- Using the ideas generated for possible business opportunities, learners could then carry out research into their potential market. Learners could explore their potential competitors by looking through examples of annual and financial reports, analysing services and marketing strategies. Learners should consider barriers to entry into their chosen market and strategies to overcome them, pricing strategies and services. You could round up by engaging learners in a discussion, pulling out key points and where necessary using questioning about the business idea generated by each group.
- Again using the ideas generated for possible business opportunities, learners could further develop their work by incorporating strategies for growth. Learners should consider what their market research suggested, possible opportunities for expanding their business and ideas to develop their self-employed business.

Learning aim C – Develop a business plan to gain investment and/or contracts

As before, ensure there are regular intervals when learners' research is shared with the rest of the group in plenary and discussion sessions, allowing ideas and information to be exchanged.

- In small groups, you could ask learners to discuss the roles they may already have in the sports industry and those they may wish to pursue later in their career. They could then extend their discussion by examining the roles available to them after completing their BTEC qualification, the roles already taken by existing businesses and the nature of these businesses. Learners should consider different types of roles, including sales, adding value to products, and whether their roles might be seasonal, temporary or full-time. You could engage learners in a discussion, pulling out key points and where necessary questioning about the nature of a business.
- Introduce learners to business opportunities by asking them in pairs to use case studies to identify how to increase business revenue. Each pair could be given a different scenario and have to come up with business opportunities in response to their scenario. Learners will need to consider their target audience, the nature of their business opportunity, its strengths and weaknesses and those of existing



Unit 12: Self-employment in the Sports Industry

businesses in the case study.

- You could introduce learners to business structures by teaching them the basic models and functions, before allowing learners to assess the suitability of different business models and functions in different sport sectors for promoting and sustaining businesses opportunities.
- Consideration should also be given to strategical and organisational models, their suitability for new businesses, and their advantages and disadvantages. Examples of strategical and organisational business models will be useful for learners to investigate their strengths and weaknesses.
- Next, you could arrange a visit to a local venue, sports club or facility to enable learners to see different business models used. Learners could beforehand prepare a series of questions focusing on identifying the strengths and weaknesses of potential business opportunities. The visit should also allow learners to see business models used by others who work within the centre and use it as a workplace venue, e.g., fitness instructors, physiotherapists, equipment vendors etc.
- When introducing learners to writing business plans, it would be very useful for them to be able to examine examples of different types of contracts. They should be taught the importance of business plans, what needs to be identified and the implications that need following up. Learners could produce a document that identifies what should be in a business plan for a self-employed role of their choice in the sports industry, considering target customer groups, potential customer demand, potential cost and profit levels, registering their business with Her Majesty's Revenue and Customs, establishing the business with Companies House, employment law and the different types of business plans.
- Learners should be given the opportunity to prepare and complete different business plan templates. This will allow learners to select the template that works best for their own business model. Learners must complete this task individually and only their own work can be submitted as assignment evidence.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

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
- Unit 20: Leisure Management
- Unit 21: Leisure Centre Operations
- Unit 22: Customer Service and Sales in Active Leisure
- Unit 23: Coaching and Leading for Participation
- Unit 25: Rules, Regulations and Officiating in Sport
- Unit 26: Technical and Tactical Demands of Sport
- Unit 27: The Athlete's Lifestyle
- Unit 28: Sports Performance Analysis
- Unit 29: Physical Education and the Care of Young People
- Unit 30: Sports Massage

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Textbooks

These textbooks will be useful for learners for carrying out research into business models and strategies. They will also be a reference point for learners to explore business ideas and ideas for its growth and development.



Corfield R, *Preparing the Perfect CV: How to Make a Great Impression and Get the Job You Want*, Kogan Page, 2006 ISBN 9780749448554

Corfield R, *Successful Interview Skills: How to Present Yourself with Confidence*, Kogan Page, 2006 ISBN 9780749445089

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

Cuskelly G, Hoyer R and Auld C, *Working with Volunteers in Sport: Theory and Practice*, Routledge, 2006 ISBN 9780415384537

Dixon B, *Jobs and Careers after A Levels: And Equivalent Advanced Qualifications*, Lifetime Publishing, 2007 ISBN 9781904979210

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

Dransfield R, Richards C, Dooley D and Guy P, *BTEC National Business Teachers Resource*, 2005 ISBN 9780435454494

Furlong C, *Careers & Jobs in Sport*, Kogan Page, 2005 ISBN 9780749442484

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

Nutall CJ, *Edexcel GCSE Business Studies*, Cambridge University Press, 2001 ISBN 9780521003643

Journals

These journals will be useful for learners to gain up-to-date information about business ideas, growth and development strategies, and trends in the sports industry.

Health Club Management

Leisure Management

Leisure Manager

Leisure Opportunities

Leisure Weekly

Websites

These websites can be used by learners to find information about business ideas, trends in the sports industry and competitors in their area.

- www.exercisecareers.com – Exercise Careers
- www.fsb.org.uk – Federation of Small Businesses
- www.leisurejobs.net – Leisure Jobs UK
- www.leisureopportunities.co.uk – Leisure Opportunities
- www.statistics.gov.uk – UK National Statistics
- www.totaljobs.com – Total Jobs

These websites contain useful information about contracts used in businesses:

- www.cdet.org.uk – Examples of contracts for different roles within the sports industry
- www.gov.uk/employment-contracts-and-conditions/overview – Examples of contracts for different roles within the sports industry
- www.lawdepot.co.uk – Examples of contracts for different roles within the sports industry



These websites contain information about starting up a new business:

- www.citizensadvice.org.uk – Information about employment, laws, tax
- www.entrepreneur.com – Information about becoming self-employed
- www.gov.uk – HMRC information about employment and tax
- www.princes-trust.org.uk – Information about starting up a small business
- www.smarta.com – Information about business start-up loans

These websites have examples of business models:

- www.differentiateyourbusiness.co.uk – Useful examples of organisational business models
- www.hbu.edu – Useful examples of organisational and strategical business models

The following websites are useful for examples of business plans:

- www.barclays.co.uk – Barclays bank information on writing business plans.
- www.entrepreneur.com – Examples of business plans for new businesses.
- www.gov.uk/write-business-plan – Government services information about writing business plans
- www.princes-trust.org.uk – The Princes Trust has examples of business plans and information about starting a business.



Unit 13: Instructing Gym-based Exercise

Delivery guidance

Note: There are particular staffing requirements to deliver this unit – please read the notice [Changes to staffing and approvals requirements](#) for further information.

Approaching the unit

This unit gives the learner 'hands-on' practical experience of planning and delivering a gym-based exercise session. Therefore, access to a gym that contains free weights, fixed resistance weights and cardiovascular equipment is essential. Learners may benefit from a site visit to a health and fitness centre to experience a gym and see the types of equipment available in the health and fitness industry. From this, learners will be able to see and experience the types of fixed resistance machines and cardiovascular equipment available, as well as areas and weights available for free weight exercises.

Learners will explore different ways that are used to screen clients before taking part in gym-based exercise sessions, which is an essential health and safety requirement for gym-based exercise instructors. Learners will also explore the different types of gym-based exercise equipment and ways to perform exercises safely.

Learners will then plan and deliver a gym-based exercise session, so they will need access to a participant with whom they can run the session.

Delivering the learning aims

Learning aim A

Learning aim A focuses on the theoretical and practical ways to screen clients before participation in a gym-based exercise session.

It is very likely that some learners may already have experience of taking part in screening themselves if they are members of a gym. However, some may not have any experience of going through a screening process and as such you will have to provide guidance and support to these learners to help them develop their knowledge and skills in this area. You may wish to invite fitness instructors from the range of local sports-related organisations around your centre to talk about why it is important to screen clients. They can also provide examples of screening questionnaires as well as giving simulated interviews with members of the class so that everyone can see what the process involves.

Factors affecting the safe exercise participation of specific clients may be challenging for some learners if they have no experience of the requirements for ante-natal or post-natal women or older people.

Visiting gyms that run sessions specifically for these types of clients may help learners to gain a better understanding of these clients' needs. Alternatively, the learners' understanding of this area can be underpinned by visiting exercise instructors who can discuss these clients' requirements.

**Learning aim B**

For this learning aim, learners should be engaged primarily in practical activities combined with some theoretical delivery.

Learners will need to be able to take part in and learn the key teaching techniques for the types of exercises listed in the unit content, including cardiovascular exercises, fixed resistance machines and free weights.

Learners who have experience in taking part in gym-based exercise sessions will have already gained some ideas on the correct techniques for each exercise. However, other learners who have not been to the gym will need to be taught these basics.

Learning aim C

For this learning aim, learners should be engaged in practical activities combined with theoretical delivery. It would be a good idea for learners to work in pairs to deliver training for cardiovascular, fixed resistance and free weight exercises in the gym. They can then start to plan a gym-based exercise session.

It is helpful if the learners can work with participants who are not their peers or who are not being taught this unit. This will help them learn to correct people and to spot incorrect techniques, as well as learning appropriate methods to correct the participant. If only peers are available, the participants are unlikely to use many incorrect techniques, as they should already know how to perform the exercises. Peer correction also can lead to a more relaxed approach that is not appropriate for clients in the industry.

Learners will need access to an appropriately equipped gym for the delivery and assessment of this unit, together with a willing participant to instruct in the summative assessment.

The formative gym instruction practicals could be visually recorded so that learners can see how they performed in the delivery of the session. They can also check if there are areas on which they could improve. Learners should also be encouraged to ask for feedback from the participant to find out if the gym-based exercise is appropriate in terms of selection of exercise, timing, motivation and teaching points. It would be beneficial if the feedback from participants also included strengths and areas for improvement in relation to the instructor's skill, such as communication and motivation.



Learning aim	Key content areas	Recommended assessment approach
A Explore the processes of client assessment prior to gym-based exercise participation	A1 Client screening A2 Factors affecting safe exercise participation	A written report focusing 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 Examine different types of exercise for a gym-based exercise	B1 Types of gym-based exercise equipment B2 Types of exercises B3 Performing exercises safely	A written report comparing different methods of training that are recommended for clients with different needs 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
C Undertaking planning and instructing of gym-based exercise for individual clients	C1 Aims and objectives of the exercise programme C2 Gym-based exercise session planning C3 Components of a gym-based exercise session C4 Pre-gym-based exercise preparation C5 Preparing clients for gym-based exercise C6 Instructing gym-based exercise C7 Reviewing own performance in providing gym-based exercise	An evaluative report into the impacts of client assessment and choice of exercise on the planning and instructing of gym-based exercise

Assessment guidance

It is recommended that you follow the suggested assignment format detailed in the unit specification and refer to the assessment guidance for specific detail.

It is suggested that learning aim A is assessed via completing screening documentation on factors affecting safe exercise participation. A written report is then produced.

For learning aims B and C, the learners need to produce a written report comparing different methods of training that are recommended for clients with different needs.

They also need to write an evaluative report on their planning and delivery of the gym-based session, supported by a gym-based exercise session plan and observation records/video evidence of the session. To complete the assessment, learners should produce an evaluative report on the impacts of client assessment and choice of exercise on the planning and instructing of gym-based exercise.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 13: Instructing Gym-based Exercise

Introduction

You will find it particularly useful to introduce this unit by arranging guest speakers from the health and fitness and sports industry who work in gyms.

These speakers will be able to give learners an insight into the health and safety aspects of instructing gym-based exercise sessions and the types of participants they work with.

You may wish to undertake some preparation before these talks/visits by tasking learners to think about what sort of information would be most useful to them, e.g., screening process, types of exercises and types of gym-based exercise equipment. Learners could then devise brief questionnaires to ensure that appropriate information is collected. Alternatively, you could prepare a brief for the visitors, so that the information given to the learners focuses upon their requirements.

Differentiation is essential during the delivery process; understanding and knowing your learners will enable you to do this effectively. Some learners may already have experience of participating in gym-based exercise sessions, so they will have a very good idea about what the session entails. It is therefore very important that, when the learners are carrying out group work, they are of mixed abilities to provide peer support as well as stretching more able learners. The assessment criteria command verbs will need to be fully understood by the learners, which can be developed by:

- questioning learners appropriately
- putting up posters around the learning environment with definitions of each command verb
- independent research.

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

- Introduce the topic and content to your learners.
- Learners work in pairs and consider what personal information is required from participants when they are about to start a physical activity programme.
- Invite gym-based exercise instructors to talk to the learners about working in the industry and the importance of screening clients before participation.
- Hold a class discussion on what sort of information should be included in the new client screening process and to determine a participant's needs for a physical activity programme.
- Organise visits to health and fitness clubs to see and experience a health screening process to find out how it is carried out in the industry, as well as see the types of questionnaires that are used in screening.
- Encourage independent research into questionnaires and the types of questions used in these questionnaires to provide full and meaningful screening of clients before exercise participation.
- Hold class discussions on the importance of temporary deferral of exercise for



Unit 13: Instructing Gym-based Exercise

specific clients and the reasons why this might happen.

- Gym-based exercise instructors who work with different participants, including 14–16-year-olds, mature people (50+) and ante-natal and post-natal women, could speak to the learners to discuss each of these groups' requirements and their key considerations for safe participation.

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

- Introduce the learning aim.
- Learners can visit a gym or use the centre-based gym, taking part in exercises using the following equipment:
 - cardiovascular equipment
 - free weights
 - resistance machines.
- Learners should have access to the full range of types of cardiovascular exercise equipment in the unit content and be shown how to use it. They should then perform the exercise for a period of time to gain experience of how the exercise feels and how to increase and decrease the intensity.
- Each learner can then instruct a peer how to use the equipment safely, taking into account the correct positioning and intensity for that person.
- Learners should have access to the full range of types of fixed resistance exercise equipment in the unit content and be shown how to use it. They should then perform sets and reps of that exercise to gain experience of how the exercise feels and how to change the weights or reps and sets to increase strength or muscular endurance.
- Learners can then instruct a peer how to use the equipment safely, taking into account the correct positioning and weights for that person.
- Learners can take part in a full class session where each body weight exercise is demonstrated and key teaching points are provided. Learners then need to teach a small group one of the body weight exercises, providing accurate demonstrations and appropriate teaching points.
- Learners can take part in a full class session where each free weight exercise is demonstrated and key teaching points are provided. Learners then need to teach each other in a one-to-one situation each of the free weight exercises, providing accurate demonstrations and appropriate teaching points.
- Alternative and adapted exercises for each type of exercise should be discussed in a combination of a theory and practical session so that learners can experience the adapted exercise and know how to demonstrate it accurately.

Learning aim C – Undertake planning and instructing of gym-based exercise for individual clients

- This part of the unit will primarily involve practical delivery, as learners should be able to have experience of instructing a gym-based exercise session for a client.
- Learners can work in pairs to plan a gym-based practical session. The pairs can then feed back their findings to the rest of the group to highlight strengths and areas for improvement.
- Learners can work in pairs to deliver parts of their plan to each other. At the end of

**Unit 13: Instructing Gym-based Exercise**

each section, they can review the instructions in terms of demonstrations of the exercises, communication, observation, intensity of the exercise and, if appropriate, whether or not adapted exercises were provided. The learners can then adapt their instructing style in line with this feedback.

- To help improve confidence and instructing styles, it would be beneficial if learners can instruct different members of the group rather than just one person so that they have experience of instructing a range of different people.
- Video footage of each learner delivering part of a gym-based exercise session can be taken to give the learner feedback on their instructing style. This can be shown to the whole class to provide a class discussion on the strengths and weaknesses of each instructor's methods and how they are able to provide individual support to the participant.
- A guest speaker from the health and fitness industry could be invited to discuss how they work with participants with different needs and adapt exercises to meet their needs. Methods of motivation and communication can also be discussed and demonstrated.
- Hold a class discussion on methods of getting feedback from class participants. In pairs, learners devise a questionnaire that could be given to participants at the end of the class. Learners share their ideas in a class discussion.
- Learner-led research could be carried out into continuing professional development available for people who want to work as gym-based exercise instructors. A whole class discussion could be based on the findings of this research.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Several other units from this qualification complement this unit. These include:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing
- 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
- Unit 22: Customer Service and Sales in Active Leisure
- Unit 23: Coaching and Leading for Participation
- Unit 24: Provision of Sport for People with Physical and Learning Disabilities
- Unit 29: Physical Education and the Care of Young People
- Unit 30: Sports Massage

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Textbooks

Adams M et al, *BTEC Level 3 National Sport (Development, Coaching and Fitness) Student Book* (Third Edition), Pearson Education, 2010 ISBN 9781846906503

American College of Sports Medicine, *ACSM Fitness Book* (Second Edition), Human Kinetics, 1997 ISBN 9780880117838

Coulson M, *The Fitness Instructor's Handbook: A Complete Guide to Health and Fitness (Fitness Professionals)* (Second Revised Edition), A&C Black, 2013 ISBN 9781408178263

Griffin JC, *Client-Centred Exercise Prescription* (Second Edition), Human Kinetics, 2006 ISBN 9780736054959

Harris J and Eboorn J, *Warming Up and Cooling Down* (Second Edition), Human Kinetics, 2002 ISBN 9780736038782

Jackson AW et al, *Physical Activity for Health and Fitness*, Human Kinetics, 2004 ISBN 9780736052054



Olds T and Norton K, *Pre-Exercise Health Screening Guide*, Human Kinetics, 1999 ISBN 9780736002103

Stafford-Brown J and Rea S, *BTEC National for Sport & Exercise Sciences* (Third Edition), Hodder Education, 2010 ISBN 9781444111989

Journals

Journal of Human Sport and Exercise (University of Alicante)

Journal of Physical Activity and Health (Human Kinetics)

The Journal of Sports Medicine and Physical Activity (American College of Sports Medicine)

Websites

www.bases.org.uk – British Association of Sport and Exercise Sciences.

www.brianmac.co.uk – BrianMac Sports Coach – resources and information on circuit training planning and delivery.

www.pponline.co.uk – Peak Performance – articles and information on instructing exercise classes.

www.topendsports.com – Topend Sports – articles and information on instructing exercise classes.



Unit 14: Exercise and Circuits-based Physical Activity

Delivery guidance

Note: There are particular staffing requirements to deliver this unit – please read the notice [Changes to staffing and approvals requirements](#) for further information.

Approaching the unit

This unit gives the learner 'hands-on' practical experience of planning and delivering a circuits-based physical activity session. Therefore, access to a facility and equipment to accommodate circuit training is essential. Learners may benefit from a site visit to a leisure centre to experience a circuit training class that is currently being delivered in the sports industry. From this, they will be able to see and experience the range of equipment as well as the types of customers who attend these training sessions.

Learners will explore different ways in which they can try to establish effective working relationships with different types of participants. This is an essential skill when working as a circuits exercise instructor to fully understand participants' different requirements and needs. This is also essential to ensure participants continue to return. The learners will also examine ways to help to support participants and motivate them to take part in regular circuits-based exercise sessions.

Different stations in a circuit will be explored together with the component of fitness that they train. Visits to leisure centres, which offer different types of equipment would be of benefit to learners, such as fixed resistance-based circuits. Alternatively, open-air boot camp types of circuits could be experienced by learners, so that a range of possibilities of circuit stations can be explored.

Learners will then plan and deliver a circuits-based physical activity session to a group of participants.

Delivering the learning aims

Learning aim A

Learning aim A focuses on the theoretical and practical ways to establish and maintain an effective working relationship with participants.

It is very likely that some learners may already have experience of working in the sports industry through part-time jobs. However, some may not have any experience of working with people; if this is the case, you will have to provide guidance and support to these learners to help to develop their knowledge and skills in this area. You may wish to invite fitness instructors from the range of local sports-related organisations around your centre to talk about why it is important to establish effective working relationships with participants and what they do to nurture these relationships.

Whole and/or small group discussions around communication skills for groups, as well as simulated situations whereby different communication skills can be demonstrated, both positive and negative, would be particularly useful. Learners could also be recorded when they are taking part in simulations so that they can then play back the recording to critique themselves and examine ways to improve their communication skills.



Equality and diversity in relation to the Register of Exercise Professionals (REPs) code of practice should be covered and, to support this, a guest speaker could talk to the learners about these topics. The speaker could present to the learners ways that they have managed to support equality and diversity aspects in their relationships with participants, their planning and delivery of circuit exercise sessions.

Learning aim B

Gaining information from participants about their needs is carried out in a variety of ways by different providers. Learners could take part in visits to health and fitness centres and leisure centres to find out how the fitness instructors gain information about their clients. Screening procedures and questionnaires could be obtained, as well as holding discussions with the instructors where possible.

While at sport and health and fitness centres, learners could observe the practices of staff to see how they are able to deal effectively with different customers' needs. Their observations could help to establish practices that were successful and also ones that were not, with evaluations as to why each practice had a specific end result and what could have been done to improve the practice.

Learners could also check if the centre has a customer service agreement or code of practice to see how that can be used to support good practice.

Learners could conduct interviews with participants either at health and fitness and sports centres or based in your own centre, to research barriers to participation in physical activity. This could then be presented to the rest of the class to gain a better understanding of different people's barriers to participation.

Case studies could be provided with a range of barriers; learners work in groups to try to devise different ways of overcoming each of these barriers.

Fitness instructors who specialise in instructing mature participants, children, participants with disabilities and ante-natal and post-natal participants could visit your centre to make learners aware of these people's different needs. In turn, this will help them with their circuit design as well as methods to support these participants.

Learners can consider their own exercise participation and set themselves SMART targets on how to improve their own fitness. They can then look to support a family member at home, or someone else, to provide ways to help them adhere to a physical activity programme.

Learning aim C

For this learning aim, learners should be engaged in practical activities combined with theoretical delivery. It would be a good idea to have learners take part in a range of different circuit training sessions – from there, they can work in groups to devise their own circuit training session. Initially, the circuits can be designed to improve either aerobic endurance, muscular strength, muscular endurance or core strength. This can then lead onto designing circuits that train a range of components of fitness.

Learners can then work in groups to produce a full plan for their circuit, including circuit cards. Ways to adapt exercises to make them more or less intense can be discussed as a group and applied to the circuit training cards.

Learning aim D

Once learners have gained experience in planning a circuit session, they can begin to explore ways to deliver the session. Individual learners could be given responsibility for leading the warm-up before the circuit session and they could then work in small groups to deliver their planned circuit session. These practical sessions could be visually recorded so that learners can see how they performed in the delivery of the session and



if there are areas that they could improve. Learners should also be encouraged to ask for feedback from the participants to find out if the circuit station design was appropriate in terms of exercise, timing and order of stations. It would be beneficial if the feedback from participants also included strengths and areas for improvement in relation to the instructor's skills, for example, communication and motivation.

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



Assessment guidance

It is recommended you follow the suggested assignment format detailed in the unit specification and refer to the assessment guidance for specific detail.

It is suggested that learning aim A is assessed via a report on methods for presenting a positive image and maintaining effective working relationships with participants. When presenting the report, the learner should be encouraged to use headings, sub-headings and annotation such as pictures and diagrams to support explanations.

For learning aim B, learners are required to compile a report on the provision of effective customer service to participants with different needs and supporting participants to adhere to an exercise programme. This can be achieved by using research evidence from their observations in the sports industry of how instructors deal effectively with a range of different participants' needs as well as research into what is deemed good practice and what is not. Other evidence learners could draw on includes questionnaires used by centres to screen clients before participation as well as to monitor their progress.

For learning aims C and D, learners are required to complete:

- an evaluative report into the planning and delivery of the circuit session. This must be supported by a written plan for a group-based circuit training exercise session and should also include the circuit cards used in the delivery of the circuit session. An observation record plus hard evidence such as video footage or annotated photographs to show the learner taking part in the practical delivery of a group-based circuit training exercise session will also need to be included
- an evaluative report on the relationship between customer service, participant support and the effectiveness of group-based circuit training sessions. Research notes taken while out on sport and health and fitness centre visits could be used to help to support learners with their report writing.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 14: Exercise and Circuits-based Physical Activity

Introduction

You will find it particularly useful to introduce this unit by inviting guest speakers from the health and fitness and sports industries representing the range of local sports industry organisations. These speakers will be able to give learners an insight into the reasons why it is important to present a positive image to participants, both for their own benefit and the organisation for which they work. A person who works on the management side can also discuss how they help to support staff to present a positive image of themselves as well as the organisation, e.g., through the use of uniforms and continuing professional development (CPD) etc and how this helps with customer relations and repeat business.

You may wish to undertake some preparation before these talks/visits by tasking learners to think about what sort of information would be most useful to them, e.g., personal skills, responsibilities, requirements of an exercise instructor etc. Learners could then devise brief questionnaires to ensure that appropriate information is collected. Alternatively, you could prepare a brief for the visitors, so that the information given to the learners focuses upon their requirements.

Differentiation is essential during the delivery process; understanding and knowing your learners will enable you to do this effectively. Some learners may already have experience of working with customers. Some learners may be regular participants in circuit classes so will have a very good idea as to what the training session entails. It is therefore very important that the groups are of mixed abilities to provide peer support as well as stretching more able learners. The assessment criteria command verbs will need to be fully understood by the learners, which can be developed by:

- questioning learners appropriately
- putting up posters around the learning environment with definitions of each command verb
- independent research.

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

- Introduce the topic and content to your learners. Invite fitness instructors to talk to the learners about working in the industry and the importance of presenting a positive image for customers.
- Invite a manager from a sports centre or health and fitness club to discuss the benefits of presenting a positive image for their organisation and the ways in which they help to support their staff to present a positive image of both themselves and the organisation.
- Both types of guest speaker will be able to stress the importance of:
 - personal presentation skills
 - verbal and non-verbal communication
 - time management
 - ways to follow REPs code of ethical practice.

**Unit 14: Exercise and Circuits-based Physical Activity**

- Fitness instructors who work with different participants, including 14–16-year-olds, young people and vulnerable adults, people with physical disabilities, mature people (60+) and ante-natal and post-natal women could speak to the learners to discuss each of these groups' requirements and how they aim to meet their needs when communicating with them.
- Learners could take part in simulations of working with customers taking into account verbal and non-verbal communication skills. This activity could be visually recorded so that learners can see how they have performed and assess their strengths and weaknesses.
- Learners could take part in a sport centre or health and fitness club site visit to see how each implements equality and diversity. Alternatively, policies and procedures from local clubs could be examined by learners.
- Encourage learner-led research using internet and textbooks into what data protection means in relation to confidentiality and storage of data.
- Encourage group learner-led research into one of the requirements of an exercise instructor with each group presenting their information to the whole class.

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

- Introduce the learning aim.
- Learners work in pairs and consider what sort of personal information is required from participants when they are about to start a physical activity programme.
- A guest speaker from the fitness industry could be invited to talk about their initial screening processes when they work with their clients.
- Visit a sport centre or health and fitness club to research the questionnaires used by fitness professionals to screen new participants.
- Hold a class discussion on what sort of information should be included in the screening process for a new client and to determine their needs for a physical activity programme.
- Group work – learners are given a different type of participant from the specification list:
 - participants with high and low fitness levels
 - experienced participants
 - inexperienced participants
 - mature participants
 - children
 - participants with disabilities
 - ante-natal and post-natal participants.

Each group then researches its participant's needs and ways to work with them to meet their needs and expectations. Contraindications should be covered and when to refer the client to other professionals in different situations. Each group makes a presentation to the rest of the class.

- Hold a tutor-led session to discuss components of fitness that can be improved, including both physical and skill-related fitness. Case studies could be explored for different types of people who require improvement in specific components of



Unit 14: Exercise and Circuits-based Physical Activity

fitness.

- Show video footage of a range of fitness instructors delivering group exercise sessions. Learners make notes on:
 - the verbal and non-verbal communication methods
 - how to motivate participants
 - how they provide clear information to the group.
- Hold a class discussion on the strengths and weaknesses of each instructor's methods of providing customer service to the participants while taking part in an exercise class.
- Learners work in pairs to discuss their barriers to participation and how they overcome these. Some of these pairs then present their findings to the rest of the class with whole class discussion at the end.
- Invite a guest speaker from the fitness industry to discuss how they work with participants to overcome barriers to help them to adhere to their exercise programme.
- Learners consider ways they can overcome their identified barriers to participation to help them to adhere to an exercise programme.

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

- This part of the unit will primarily involve practical delivery, as learners should be able to have experience of taking part in a circuit session.
- Hold a tutor-led discussion on the benefits of circuits-based training.
- The tutor or a guest fitness instructor leads a practical participation in a circuits-based session that involves all the required elements of good practice, including a combination of cardiovascular and resistance training, alternating muscle groups at each station and a suitable rest period for recovery.
- Learners then take part in exercises for the different stations in a circuit. Each lesson will concentrate on a specific component of fitness:
 - aerobic endurance
 - muscular strength
 - muscular endurance
 - core strength
 - sport-specific stations.

Technique for each station must be taught together with teaching points and suitable circuit cards. Adaptations to make the exercises harder and easier must also be covered, as well as alternative exercises for different participants' needs.

- Learners can take part in circuit training classes with different layouts to experience the strengths and weaknesses of each type.
- Learners can start to lead parts of the warm-up and cool down of these sessions to help to develop their group communication skills.
- Learners then work in small groups to plan a circuit, including circuit cards, and present this to the rest of the class. The whole class feeds back to each small group on the strengths and areas for improvement of the circuit design. Learners adapt their circuit in line with this feedback.



Unit 14: Exercise and Circuits-based Physical Activity

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

- A circuit can be designed so that all learners are taking part in the same exercise at the same time. At the start of the class, each learner needs to be assigned a station. They are responsible for setting up the equipment for that station and writing the station card. They then need to take it in turns to demonstrate the exercise at the station complete with teaching points, adaptations and alternative exercises. They then need to lead the group as they all participate in that station's exercise. The rest of the class should feed back to the learner who delivered the exercise on their strengths and areas for improvement.
- Learners work in the groups that designed a circuit together. They then work together to deliver their circuit to the rest of the group, each learner taking it in turns to lead different parts of each component of the circuit. The participants all then give feedback to the group and individuals on their strengths and areas for improvement.
- Hold a class discussion on methods of getting feedback from class participants. In pairs, learners devise a questionnaire that could be given out to participants at the end of the class. Learners share their ideas in a class discussion.
- Encourage learner-led research into the CPD that is available for people who want to work as fitness instructors. Hold a whole class discussion based on this research.
- Have learners set up one station from a circuit and lead that station in the circuit training session. Hold a tutor-led discussion on the benefits of circuits-based training.
- The tutor or a guest fitness instructor leads a practical participation in a circuits-based session including all the required elements of a good practice such as:
 - a combination of cardiovascular and resistance training
 - alternating muscle groups at each station
 - suitable rest period for recovery.
- Learners then take part in exercises for the different stations in a circuit. Each lesson will concentrate on a specific component of fitness, for example:
 - aerobic endurance
 - muscular strength
 - muscular endurance
 - core strength
 - sport-specific stations.

Technique for each station must be taught together with teaching points and suitable circuit cards. Adaptations to make the exercises harder and easier must also be covered, as well as alternative exercises for different participants' needs.

- Learners can take part in circuit training classes with different layouts to experience the strengths and weaknesses of each type.
- Learners can start to lead parts of the warm-up and cool down of these sessions to help to develop their group communication skills.
- Learners then work in small groups to plan a circuit, including circuit cards, and present this to the rest of the class. The class feed back to the learners on the strengths and areas for improvement of the circuit design.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Several other units from this qualification complement this unit. These include:

- 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 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
- Unit 22: Customer Service and Sales in Active Leisure
- Unit 23: Coaching and Leading for Participation
- Unit 24: Provision of Sport for People with Physical and Learning Disabilities
- Unit 27: The Athlete's Lifestyle
- Unit 28: Sports Performance Analysis
- Unit 29: Physical Education and the Care of Young People
- Unit 30: Sports Massage

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Textbooks

Adams M et al, *BTEC Level 3 National Sport (Development, Coaching and Fitness) Student Book* (Third Edition), Pearson, 2010 ISBN 9781846906503

American College of Sports Medicine, *ACSM Fitness Book* (Second Edition), Human Kinetics, 1997 ISBN 9780880117838

Coulson M, *The Fitness Instructor's Handbook: A Complete Guide to Health and Fitness* (Second Revised Edition), Bloomsbury Sport, 2013 ISBN 9781408178263

Griffin JC, *Client-centred Exercise Prescription* (Second Edition), Human Kinetics, 2006 ISBN 9780736054959



Harris J and Eboorn J, *Warming Up and Cooling Down: Practical Ideas for Ensuring a Fun and Beneficial Exercise Experience* (Second Edition), Human Kinetics, 2002 ISBN 9780736038782

Jackson AW et al, *Physical Activity for Health and Fitness*, Human Kinetics, 2004 ISBN 9780736052054

Olds T and Norton K, *Pre-exercise Health Screening Guide*, Human Kinetics, 1999 ISBN 9780736002103

Stafford-Brown J and Rea S, *BTEC National for Sport & Exercise Sciences* (Third Edition), Hodder Education, 2010 ISBN 9781444111989

Journals

Journal of Human Sport and Exercise (University of Alicante)

Journal of Physical Activity and Health (Human Kinetics)

The Journal of Sports Medicine and Physical Activity (American College of Sports Medicine)

Websites

www.bases.org.uk – British Association of Sport and Exercise Sciences.

www.brianmac.co.uk – BrianMac Sports Coach – resources and information on circuit training planning and delivery.

www.pponline.co.uk – Peak Performance – articles and information on instructing and circuit training.

www.topendsports.com – Topend Sports – articles and information on instructing and circuit training.



Unit 15: Instructing Exercise to Music

Delivery guidance

Note: There are particular staffing requirements to deliver this unit – please read the notice [Changes to staffing and approvals requirements](#) for further information.

Approaching the unit

This unit gives the learner 'hands-on' practical experience of planning and delivering an exercise to music class. Therefore, access to a facility and equipment to accommodate an exercise to music session is essential. Learners may benefit from a site visit to a health and fitness centre to experience an exercise to music class that is currently being delivered in the health and fitness industry. From this, learners will be able to see and experience the aerobic studio, range of equipment available and types of music played, as well as the types of customers who attend these classes.

Learners will explore the different ways used to screen clients before taking part in exercise to music classes, which is an essential health and safety requirement for exercise to music instructors. Learners will also explore the different elements of an exercise to music class and will require space to practise choreography and routines for each component of the class. Music plays a key role in this unit, so access to music playing equipment is essential as well as appropriate and legally sourced CDs or digital downloads.

Learners will then plan and deliver an exercise to music session, so having access to participants to run a full class session is also a requirement for this unit.

Delivering the learning aims

Learning aim A

Learning aim A focuses on the theoretical and practical ways to screen clients before participation in an exercise to music class.

It is very likely that some learners may already have experience of taking part in screening themselves if they are members of a gym. However, some may not have any experience of going through a screening process and as such you will have to provide guidance and support to these learners to help them develop their knowledge and skills in this area. You may wish to invite fitness instructors from a range of local sports-related organisations to talk about why it is important to screen clients and provide examples of screening questionnaires as well as giving simulated interviews with members of the class so that everyone can see what the process involves.

Factors affecting the safe exercise participation of specific clients may be challenging for some learners if they have no experience of the requirements for ante-natal or post-natal women or older people.

Going out to classes in the industry that are run specifically for these clients may help learners to gain a better understanding of their needs. Alternatively, inviting exercise instructors to discuss these clients' requirements may help to support learners' understanding in this area.



Learning aim B

For this learning aim, learners should be engaged primarily in practical activities combined with some theoretical delivery.

Music selection plays a key role in this unit and it would be very beneficial if learners can have access to pre-mixed exercise music compilations to experience what is being used in the industry. These will usually have PPL (Phonographic Performance Ltd) licence as part of the costs, which will add to the discussion on legal requirements for using music in public places.

Learners can be taught how to work out the bpm (beats per minute) of their favourite songs and also then work out what sort of music is best for each component of the class and why.

Learners who have taken part in exercise to music classes will have already gained some ideas about appropriate choreography. However, other learners who have not been to these classes will need to be taught the basics from which they can then build routines.

Learning aim C

For this learning aim, learners should be engaged in practical activities combined with theoretical delivery. It would be a good idea for learners to take part in a range of exercise to music sessions. They can then start to plan and deliver parts of a class to small groups, such as the pulse raiser of the warm-up; this can then lead on to the full warm-up for the small group as they build confidence and learn the requirements of each component.

In order to spot incorrect techniques and learn appropriate ways of correcting participants, it is ideal if learners can work with participants who are not peers and who are not being taught this unit. If only peers are available, the participants are unlikely to perform incorrect techniques, as they probably already know the correct moves. Peer correction can also lead to a more relaxed approach that is not appropriate for clients in the industry.

Learners will need access to an appropriately equipped area to instruct an exercise to music session including at least eight participants for the assessment; this will ensure that the assessment requirements of the Register of Exercise Professionals are met. Learners should have experience of teaching classes of this size to help prepare them for the assessment.

The practical sessions could be visually recorded so that learners can see how they performed in the delivery of the session and see if there are areas for improvement. Learners should also be encouraged to ask for feedback from the participants to find out if the exercise to music session was appropriate in terms of exercise, timing, cuing and choreography. It would be beneficial if the participants' feedback also included strengths and areas for improvement in relation to the instructor's skills in areas such as communication and motivation.



Learning aim	Key content areas	Recommended assessment approach
A Explore the processes of participant assessment prior to exercise participation	A1 Screening clients A2 Factors that affect safe exercise participation for specific clients	
B Plan a group exercise to music session for participants	B1 Music selection B2 Legal requirements covering the use of music B3 Choreography for a group exercise session B4 Developing coordination by building up exercise/movements gradually	Completed screening documentation and leaflets about safe exercise participation. A plan of an exercise to music session
C Undertake and review an exercise to music session	C1 Objectives of an exercise to music session C2 Components of an exercise to music session C3 Methods of correcting participants and reinforcing correct techniques C4 Preparation for an exercise to music session C5 Instruct a group exercise to music session C6 Ending a group exercise to music session C7 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

Assessment guidance

It is recommended that you follow the suggested assignment format detailed in the Authorised Assignment Briefs.

It is suggested that learning aims A and B are assessed by completing screening documentation and leaflets about safe exercise participation. Learners also need to produce a plan for an exercise to music session. This must be supported by a written plan that includes:

- the choreography for each component
- stick men drawings to show the stretches during the warm-up and cool down
- the music choices for each component
- the bpm for each musical component.



For learning aim C, learners are required to provide observation reports and witness testimonies of a delivered exercise to music session. An observation record plus hard evidence such as video footage or annotated photographs to show the learner instructing the session must also be included.

Learners must also produce a written report of an evaluation of the exercise to music session that they instructed. This can be achieved by using feedback from the participants in the class as well as self-evaluation.

You should refer to the assessment guidance in the unit specification for specific detail.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 15: Instructing Exercise to Music

Introduction

You will find it particularly useful to introduce this unit by arranging guest speakers from the health and fitness and sports industry representing the range of exercise to music classes that are available within the industry. These speakers will be able to give learners an insight into the health and safety aspects of instructing exercise to music classes as well as the range of types of classes that they have to offer in relation to choreography, music selection and types of venue available for classes.

You may wish to undertake some preparation before these talks/visits by tasking learners to think about what sort of information would be most useful to them, e.g., screening process, types of choreography, where to get music, the requirements of an exercise to music instructor etc. Learners could then devise brief questionnaires to ensure that appropriate information is collected. Alternatively, you could prepare a brief for the visitors, so that the information given to the learners focuses upon their requirements.

Differentiation is essential during the delivery process; understanding and knowing your learners will enable you to do this effectively. Some learners may already have experience of participating in exercise to music classes, so they will have a very good idea as to what the session entails. It is therefore very important that when the learners are carrying out group work that they are of mixed abilities to provide peer support as well as stretching more able learners. The assessment criteria command verbs will need to be fully understood by the learners, which can be developed from:

- questioning learners appropriately
- using posters around the learning environment with definitions of each command verb
- independent research.

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

- Introduce the topic and content to your learners.
- Learners work in pairs and consider what personal information is required from participants when they are about to start a physical activity programme.
- Invite exercise to music instructors to talk to the learners about working in the industry and the importance of screening clients before participation.
- Hold a class discussion on what sort of information should be included in the new client screening process and to determine participant's needs for a physical activity programme.
- Plan visits to health and fitness clubs to see and experience a health screening process to understand how it is carried out in the industry as well as see the types of questionnaires that are used in screening.
- Learners carry out independent research into questionnaires and the types of questions used in these questionnaires to provide full and meaningful screening of clients before exercise participation.

**Unit 15: Instructing Exercise to Music**

- Hold class discussions on the importance of temporary deferral of exercise for specific clients and the reasons why this might have to happen.
- Exercise to music instructors who work with different participants, including 14–16-year-olds, mature people (50+) and ante- and post-natal women, could speak to the learners to discuss each of these groups' requirements and their key considerations for safe participation.

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

- Introduce the learning aim.
- Learners can listen to set songs and learn to work out the bpm of each song.
- They then work in small groups to use songs that they like and put them into the correct component of an exercise to music class based on bpm.
- Carry out independent research into PPL licence and also music providers who produce compilations. Feed back the findings to the rest of the group with prices and possible sample downloads to gain a better understanding of the types of music available in the industry.
- Learners can participate in a range of exercise to music classes run by guest presenters or see video footage of instructors to gain ideas about choreography.
- Hold practical sessions working in small groups to choreograph a routine for part of a component of an exercise to music class. Each group shows their routine to the rest of the class.
- The groups then develop their routine with high and low impact alternatives as well as increasing and decreasing the intensity.
- The groups work together to devise routines for a whole exercise to music class and produce a plan for this class.

Learning aim C – Undertake and review an exercise to music session

- This part of the unit will primarily involve practical delivery, as learners should be able to have experience of instructing an exercise to music session.
- Each group then needs to deliver their planned exercise to music session. They can initially work in their groups and take it in turns to instruct the rest of the group. After each learner has had their turn, the group can discuss the learner's strengths and areas for improvement in relation to teaching position, communication and cuing. The learner can then adapt their instructing style in line with this feedback.
- To help improve confidence and instructing styles, it would be beneficial if each learner can instruct one routine from their plan to the rest of the class so that they have experience of instructing people who do not know the routine; in this way, factors such as cuing via verbal and non-verbal communication become much more important.
- Show video footage of a range of exercise to music instructors delivering group exercise sessions. Learners make notes on the verbal and non-verbal communication methods, ways to motivate participants and their ways of providing clear information to the group. Hold a class discussion on the strengths and weaknesses of each instructor's methods and how they are able to provide individual support to participants while they are taking part in an exercise class.
- Invite a guest speaker from the health and fitness industry to discuss how they work with participants with different needs and adapt exercises to meet their



Unit 15: Instructing Exercise to Music

needs. Methods of motivation and communication can also be discussed and demonstrated.

- Hold a class discussion on methods of getting feedback from class participants. In pairs, learners devise a questionnaire that could be given out to participants at the end of the class. Learners share their ideas in a class discussion.
- Learners research continuing professional development available for people who want to work as exercise to music instructors. Hold a whole class discussion based on this research.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Several other units from this qualification complement this unit. These include:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing
- 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
- Unit 23: Coaching and Leading for Participation
- Unit 27: The Athlete's Lifestyle
- Unit 28: Sports Performance Analysis
- Unit 30: Sports Massage

Resources

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Textbooks

Adams M et al, *BTEC Level 3 National Sport (Development, Coaching and Fitness) Student Book* (Third Edition), Pearson Education, 2010 ISBN 9781846906503

American College of Sports Medicine, *ACSM Fitness Book* (Second Edition), Human Kinetics, 1997 ISBN 9780880117838

Coulson M, *The Fitness Instructor's Handbook: A Complete Guide to Health and Fitness (Fitness Professionals)* (Second Revised Edition), A&C Black, 2013 ISBN 9781408178263

Griffin JC, *Client-Centred Exercise Prescription* (Second Edition), Human Kinetics, 2006 ISBN 9780736054959

Harris J and Eboorn J, *Warming Up and Cooling Down* (Second Edition), Human Kinetics, 2002 ISBN 9780736038782

Jackson AW et al, *Physical Activity for Health and Fitness*, Human Kinetics, 2004, ISBN 9780736052054



Olds T and Norton K, *Pre-Exercise Health Screening Guide*, Human Kinetics, 1999 ISBN 9780736002103

Stafford-Brown J and Rea S, *BTEC National for Sport & Exercise Sciences* (Third Edition), Hodder Education, 2010 ISBN 9781444111989

Journals

Journal of Human Sport and Exercise (University of Alicante)

Journal of Physical Activity and Health (Human Kinetics)

The Journal of Sports Medicine and Physical Activity (American College of Sports Medicine)

Websites

www.bases.org.uk – The British Association of Sport and Exercise Sciences.

www.brianmac.co.uk – BrianMac Sports Coach – resources and information on circuit training planning and delivery.

www.pponline.co.uk – Peak Performance – articles and information on instructing exercise classes.

www.topendsports.com – Topend Sports – articles and information on instructing exercise classes.



Unit 16: Instructing Water-based Exercise

Delivery guidance

Note: There are particular staffing requirements to deliver this unit – please read the notice [Changes to staffing and approvals requirements](#) for further information.

Approaching the unit

This unit gives the learner a 'hands-on' practical experience of planning and delivering water-based exercise classes. Therefore, access to a swimming pool and equipment to accommodate a water-based exercise class is essential. Learners may benefit from a site visit to a health and fitness centre to experience a water-based exercise class that is currently being delivered in the health and fitness industry. From this, they will be able to see and experience what it is like to take part in a class from a participant's point of view. They will also be able to observe what the instructor is doing, the equipment that can be used and the sound systems that are in place for this type of class. They will also benefit by gaining some idea of the type of customers who attend these classes.

Learners will explore the environmental factors that affect the instruction process for a water-based exercise instructor and how to adapt and modify exercises to meet the different needs of the participants.

Learners will then plan and deliver a water-based exercise class, so access to participants to run a full class session is also a requirement for this unit.

Delivering the learning aims

Learning aim A

Learning aim A focuses on the theoretical and practical application of working in a water-based environment. It is essential that learners have access to a swimming pool that could be used to accommodate a water-based exercise class for this, and all learning aims in this unit. For this learning aim, learners will need to be able to explore the factors that have an impact on the instructor and the participants in a water-based-exercise class so that they can learn the significance of each factor, in relation to health and safety and maximising the participants' exercising experience.

It is very likely that some learners will already have an experience of taking part in a water-based exercise class or be involved in working poolside, for example, as a part-time lifeguard. However, some may not have any experience of working in a swimming pool environment. These learners will need guidance and support to help them develop their knowledge and skills in this area.

You may wish to invite water-based fitness instructors from a range of local sports-related organisations to talk about the principles of exercising in water. The different types of participants and suitable water depths may be challenging for some learners if they have no experience of the requirements of children, antenatal or postnatal women or older people, so additional support may be required for this learning. This support can be accessed by visiting water-based exercise classes in the industry that are run specifically for different types of participants or inviting exercise instructors to come in to discuss these clients' requirements.



Learning aim B

For this learning aim, learners should be engaged primarily in practical activities combined with some theoretical delivery. Ideally, learners should have access to a range of equipment that are used in water-based exercise classes in the industry. Practical experience of using it in water will help them to fully understand how the equipment can adapt exercise to increase or decrease its intensity or modify the activity for specific participants' needs.

Learners who have experience in taking part in water-based exercise classes will have already gained some ideas about appropriate routines that can be used. However, other learners who have not been to these classes will need to be taught the basics from which they can then build routines of their own.

The components of a water-based exercise session can be taught in a theory session and then practically applied in the water.

Learning aim C

For this learning aim, learners should be engaged in practical activities combined with theoretical delivery. It would be a good idea to encourage learners to take part in a range of water-based exercise classes. They can then start to plan and deliver parts of a class to small groups, such as the pulse raiser of a warm-up. This can then lead on to the full warm-up for the small group as they build confidence and learn the requirements of each component.

In order to spot incorrect techniques and learn appropriate ways of correcting participants, it is ideal if learners can work with participants who are not peers and who are not being taught this unit. If only peers are available, the participants are unlikely to perform incorrect techniques as they probably already know the correct moves. Peer correction can also lead to a more relaxed approach, which is not appropriate for clients in this industry.

Learners will need access to an appropriately equipped swimming pool and at least eight participants; this will ensure that the assessment requirements of the Register of Exercise Professionals (REP) are met. Learners should have experience of teaching water-based exercise classes of this size to help them prepare for the assessment.

The practical sessions could be visually recorded so that learners can see how they performed in the delivery of the session and see if there are areas for improvement. Learners should also be encouraged to ask for feedback from the participants, to find out if the water-based exercise session was appropriate in terms of exercise, timing, cuing and choice of exercises in the routine. It would be beneficial if the participants' feedback also included strengths and areas for improvement in relation to the instructor's skills in areas such as communication and motivation.



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

Assessment guidance

It is recommended that you follow the suggested assignment format detailed in the Authorised Assignment Briefs.

It is suggested that learning aim A is assessed by completing an information leaflet about the swimming pool environment and the effect of water depth on participants.

Learning aims B and C are assessed together. Learners need to devise a plan for a water-based exercise session including:

- each component of the session
- the equipment
- the music selection
- the routines included in the session.



For learning aim C, learners are required to provide observation reports and witness testimonies of a delivered water-based exercise session. An observation record plus hard evidence such as video footage or annotated photographs to show the learner instructing the session must also be included.

Learners must also produce a written report of an evaluation of the water-based exercise session that they had instructed. This can be achieved by using feedback from the participants in the class as well as a self-evaluation.

You should refer to the assessment guidance in the unit specification for specific detail.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 16: Instructing Water-based Exercise

Introduction

You will find it particularly useful to introduce this unit by inviting guest speakers from the health and fitness and sports industry who represent the range of water-based exercise classes that are available. These speakers will be able to give learners an insight into the health and safety aspects of instructing water-based classes, as well as the range of classes that they offer in relation to routines, equipment used and types of pools available for classes such as deep water only, moveable floor pools etc.

You may wish to undertake some preparation before these talks/visits by tasking learners to think about what sort of information would be most useful to them, e.g.:

- environmental factors of working on a poolside
- types of routines
- types of equipment
- the requirements of a water-based exercise instructor etc.

Learners could then devise brief questionnaires to ensure that appropriate information is collected. Alternatively, you could prepare a brief for the visitors, so that the information given to the learners focuses upon their requirements.

Differentiation is essential during the delivery process; understanding and knowing your learners will enable you to do this effectively. Some learners may already have the experience of participating in water-based exercise classes so will have a very good idea about what the session entails. It is therefore very important that when the learners are carrying out group work, they are of mixed abilities to provide peer support as well as stretching more able learners. The assessment criteria command verbs will need to be fully understood by the learners, which can be developed from:

- questioning learners appropriately
- using posters around the learning environment with definitions of each command verb
- independent research.

Learning aim A – Understand the principles of exercising in water

- Visit health and fitness clubs to see and experience how a water-based exercise session is carried out in the industry as well as observe the types of customers who take part in these sessions.
- Learners work in pairs, working in the water to consider how water depth affects buoyancy and the types of movements that can be carried out in the water.
- On land, hold a class discussion about what they have learned from trial and discovery while in the water. Discuss how water depth affects the selection of movements. The discussion can then start to introduce how different participants have different requirements and which depth is more suitable for each participant and why.
- Invite water-based exercise instructors to talk to the learners about working in the industry and how they find water depth affects the types of choreography they can

**Unit 16: Instructing Water-based Exercise**

use in the water. They can also discuss how they change the water depth for different participants by placing participants in different parts of the pool, depending on their needs.

- Organise a class trip to a local swimming pool to spend some time on the poolside and gain experience of the types of equipment available in a swimming pool, both for general use and specific for water-based exercise classes. Organise a talk from a lifeguard to show any blind spots around the pool that instructors should be aware of, as well as gain ideas about how to rope off sections of the pool for water-based exercise classes.
- Organise a theoretical dry land lesson on pool water temperature and the effect on thermoregulation. Where possible, learners should gain practical experience of being in pool water, that is, at the three different temperatures (swimming pool, leisure pool and children's pool) to gain a better understanding of how the participants feel in these different conditions (this has an impact on the exercise session design).

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

- Hold a practical session where learners are given a range of different types of equipment that can be used in a water-based exercise session. They can then carry out different exercises to see how those affect intensity and buoyancy.
- On dry land, hold a whole class discussion talking about how each piece of equipment could be used, to share good ideas and good practice.
- Learners can participate in a range of water-based exercise classes run by guest presenters or watch video footage of instructors to gain ideas on routines and ways to adapt exercises to increase and decrease intensity.
- They then work in small groups, choosing songs that they like and putting them into the correct component of a water-based exercise class.
- Organise practical sessions working in small groups to choreograph a routine for part of a water-based exercise class. Each group shows their routine to the rest of the class.
- The groups then develop their routine with high and low intensity alternatives.
- The groups work together to devise routines for a whole water-based exercise class and produce a plan for this class.

Learning aim C – Undertake and review a water-based exercise session for participants

- This part of the unit will primarily involve practical delivery, as learners should be able to have experience of instructing a water-based exercise session.
- Each group needs to deliver their planned water-based exercise session. Initially, learners can work in the groups and take turns to instruct the rest of the group. After each learner has had their turn, the group can discuss the learner's strengths and areas for improvement in relation to teaching position, communication, cuing and motivational methods. The learners can then adapt their instructing style in line with this feedback.
- To help improve confidence and instructing styles, it would be beneficial if each learner can instruct one routine from their plan to the whole class, so that they have experience of instructing people who do not know the routine; in this way, factors such as cuing via verbal and non-verbal communication become much more



Unit 16: Instructing Water-based Exercise

important.

- Show video footage of a range of water-based exercise instructors delivering group exercise sessions. Learners can make notes on the verbal and non-verbal communication methods, how they motivate participants and how they provide clear information to the group. Hold a class discussion on the strengths and weaknesses of each instructor's methods and how they are able to provide individual support to participants while they are taking part in an exercise class.
- Invite a guest speaker from the health and fitness industry to discuss how they work with participants with different needs and adapt exercises to meet their needs. Methods of motivation and communication can also be discussed and demonstrated.
- Hold a class discussion on methods of getting feedback from class participants. In pairs, learners can devise a questionnaire that could be given to participants at the end of the class. Learners may share their ideas in a class discussion.
- Learners can research continuing professional development (CPD) available for people who want to work as water-based exercise instructors. Hold a whole class discussion based on this research.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Several other units from this qualification complement this unit. These include:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing
- 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
- Unit 23: Coaching and Leading for Participation

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Textbooks

Adams M et al, *BTEC Level 3 National Sport (Development, Coaching and Fitness) Student Book* (Third Edition), Pearson, 2010 ISBN 9781846906503

American College of Sports Medicine, *ACSM Fitness Book* (Second Edition), Human Kinetics, 1997 ISBN 9780880117838

Coulson M, *The Fitness Instructor's Handbook: A Complete Guide to Health and Fitness (Fitness Professionals)* (Second Revised Edition), A&C Black, 2007 ISBN 9781408178263

Griffin JC, *Client-centred Exercise Prescription* (Second Edition), Human Kinetics, 2006 ISBN 9780736054959

Harris J and Eboorn J, *Warming Up and Cooling Down* (Second Edition), Human Kinetics, 2002 ISBN 9780736038782

Jackson AW et al, *Physical Activity for Health and Fitness*, Human Kinetics, 2004 ISBN 9780736052054

Norton K and Olds T, *Pre-Exercise Health Screening Guide*, Human Kinetics, 1999 ISBN 9780736002103

Stafford-Brown J and Rea S, *BTEC National for Sport and Exercise Sciences* (Third Edition), Hodder Education, 2010 ISBN 9781444111989

Journals

Journal of Human Sport and Exercise (University of Alicante)

Journal of Physical Activity and Health (Human Kinetics)



The Journal of Sports Medicine and Physical Activity (American College of Sports Medicine)

Websites

www.bases.org.uk – British Association of Sport and Exercise Sciences.

www.brianmac.co.uk – BrianMac, Sports Coach – Resources and information on circuit training planning and delivery.

www.pponline.co.uk – Peak Performance – Articles and information on instructing exercise classes.

www.topendsports.com – Top End Sports – Articles and information on instructing exercise classes.



Unit 17: Sports Injury Management

Delivery guidance

Approaching the unit

This unit gives learner an opportunity to understand different sports injuries and their symptoms, in order to effectively administer treatment and develop a functional rehabilitation programme. It also allows learners to explore injury risk reduction through effective preventative measures.

Learners can review and discuss experiences of injury, treatment and rehabilitation. This review and discussion process should be engaging with the use of specific and informative examples and may include, for example, learners' own experience, case studies and scenarios, and information gained from websites such as video sharing websites, television and news articles. A variety of visual aids including posters, x-rays and anatomical models may also be useful, as well as taking opportunities to deliver some aspects practically. Any genuine medical examples mustn't reveal personal information in order to maintain confidentiality.

The treatment of injury must be practically based, allowing plentiful opportunity for learners to explore confident and effective application of all treatment methods in a range of situations. For rehabilitation, there is no practical requirement, but delivery could be practically based to engage learners and reinforce learning.

Delivering the learning aims

Differentiation is essential during the delivery process; understanding and knowing your learners will enable you to do this effectively. For example, ensure that groups are of mixed abilities and reflective of mastery and developmental tasks to allow achievement by all and stretching of more able learners; attend to the Bloom's taxonomy verbs usage such as 'describe,' 'explain,' 'assess' and 'analyse' and develop your level of questioning appropriately with each learner. During peer review, problem solving should be encouraged in addition to the evaluation and review process.

Learning aim A

Learning aim A focuses on common acute and chronic sports injuries and their associated physiological and psychological responses. Injuries should be discussed with regard to aetiology, mechanisms of injury, and signs and symptoms. This can be achieved via a combination of formal lectures and learner-centred learning (e.g., individual or group research using the internet and textbooks). Learning can be reinforced by watching video recordings or clips on video sharing websites (you can select from the wide range available), with small group discussion and completion of worksheets focusing on an injury overview, aetiology, mechanism of injury, and signs and symptoms.

Physiological and psychological responses to injury can be delivered via a combination of learner-directed research, discussion of learner experiences, use of video clips and guest lectures by semi/elite/pro athletes who have sustained injuries or sports therapists or physiotherapists. Guest lecturers should give first-hand descriptions of how they have coped, the help they received and allow question and answer discussion. Tutor-led delivery may be used to further support theoretical understanding. Group work should be encouraged using mini presentations to encourage peer learning and personal knowledge checks.



Learning aim B

For learning aim B, learners should be engaged in practical activities during the delivery of common treatment methods. Live demonstration of common treatment methods is effective initial delivery for this. This could be recorded and played continuously for learners to be used as a visual reference when practising their skills. You might also consider engaging the support of a qualified first aider. Learners should explore application of their practical skills via role play and/or a range of scenarios to allow the development of confident and effective application.

Learners could explore theoretical aspects of rehabilitation via formal delivery, group work and visual application of theory. Methods of rehabilitation and progression should be delivered practically, allowing learners to explore the application of theory to practice. For example, rehabilitation exercises for muscular conditioning and neuromuscular control can be delivered to allow learners to actually do the exercises.

On-the-spot quizzes during practical activities and oral questioning should be encouraged to help learners apply the information they have learned to the practical exercise.

Guest lecturers from the industry, such as sports and rehabilitation therapists and physiotherapists, could be used to further explore real-life examples of rehabilitation programmes. Discussion should include the appropriateness of the programme to the individual, possible adaptations and any recommendations or considerations the learner should contemplate. Client confidentiality should be maintained at all times.

Learning aim C

For learning aim C, intrinsic and extrinsic injury risk factors could be explored via a learner-centred research approach. Research may be carried out using the internet, books, video clips, observation sporting games, and class visits to sports events and environments. Group and individual tasks could be set and information pooled within the group to encourage peer learning and consolidate learners' understanding. An example of a group task could be the identification of all intrinsic and extrinsic risk factors, and appropriate preventative measures. Specific sporting examples could then be used by the learners to discuss specific intrinsic and extrinsic risk factors and explore preventative measures.

The sequence of injury prevention models should be introduced to learners via formal delivery. Understanding should be affirmed through question and answer sessions. Scenarios should be provided for learners to explore the application of the injury prevention model. Mini presentations can be used to encourage peer learning and personal knowledge checks.

Guest lecturers with responsibility for sports injury management should be encouraged, such as sports and rehabilitation therapists, physiotherapists, sports coaches, sports management staff, and health and safety officers. Realistic examples are always good ways to promote learner engagement.



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

Assessment guidance

It is recommended that you follow the suggested assignment format detailed in the unit specification.

Learning aim A is suggested to be assessed via a report or presentation. Common sports injuries and their associated signs and symptoms will need to be addressed, as well as the physiological and psychological responses to injury. When presenting the report or presentation, learners should be encouraged to use headings, sub-headings and annotations such as pictures and diagrams to support explanations. Refer to the assessment guidance in the unit specification for specific detail.

The assessment of B.P3 and B.M2 must be practical in nature. You could create four contrasting scenarios to allow the breadth of the content to be addressed. In a simulated



environment, the learner can apply appropriate treatment methods and protocols to the scenario presented. You could then orally question the learner to ascertain and confirm knowledge, if required, regarding medical referral. As this assessment is practical in nature, you should make sure that you adhere to any requirements regarding digital recording for standards verification purposes.

The learner should then choose one scenario to use for the assessment of B.P4 and B.M3. You must ensure that the learners understand that they need to choose a scenario that will allow the breadth of the content for rehabilitation to be addressed. The learner must construct an appropriate and progressive rehabilitation programme. While there is no requirement for this to be practically implemented, to attain B.M3, the programme must be safe and therefore fit for use in a realistic working environment. To ensure that the rehabilitation programme is fit for use in a realistic environment, specific detail as stated in the 'essential information for assessment decisions' section of the specification must be included. To cover psychological factors, learners can be asked to add comments or additional annotation to their programme. For B.D2, learners are required to justify the rehabilitation programme design, including future recommendations and considerations.

Learning aim C is suggested to be assessed via an extended essay. The essay should have two focuses. The first focus is on intrinsic and extrinsic risk factors, preventative measures and the sequences of prevention model. The second focus is on the importance of sports injury management in helping sports performers to prevent or overcome injury. You should make reference to the assessment guidance in the unit specification for specific detail.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 17: Sports Injury Management

Introduction

Introduce the unit to your learners by designing a quiz on sports injuries that incorporates the use of injury clip (video sharing website) or photos. Photos could be of a selection of injuries, while video clips could be of an athlete sustaining an injury, accompanied with simple question and answers. This will enable you to assess previous learning and is a fun way to engage learners.

Outline to learners that the unit explores common sports injuries and using sporting footage they will explore aetiology, mechanisms of injury, signs and symptoms, and their associated physiological and psychological responses to injury. Explain that learners will be equipped with the practical skills to apply common treatment methods to a range of sporting situations, and will also explore rehabilitation method and programmes. This unit will also give the learners a good understanding of how to identify injury risk factors and introduce preventative measures.

Learning aim A – Understand common sports injuries and their associated physiological and psychological responses



Unit 17: Sports Injury Management

- Introduce the topic and content to your learners with regard to acute and overuse injuries and red flag symptoms. Learners could then take part in discussion regarding their own experiences of sports injuries.
- Formal delivery of acute injuries:
 - Provide an overview of acute injuries and introduce all categories as specified in the unit content
 - Delivery should be highly visual, using real-life examples, video clips and photographs
 - Use discussion to engage learners and explore possible signs and symptoms, aetiology and mechanisms.
- Learner-led research using the internet and textbooks:
 - For each acute injury, learners should be given a worksheet with columns headed 'aetiology,' 'mechanisms,' and 'signs and symptoms.' In small groups, get learners to research each injury and complete the worksheet.
- Group mini presentation:
 - Each group to select one to two injuries and present to the group (make sure each group chooses different injuries to avoid repetition).
- Formal delivery of overuse injuries:
 - Provide an overview of overuse injuries and introduce all categories as specified in the content
 - Delivery should be highly visual using real-life examples, video clips and photographs
 - Use discussion to engage learners and explore possible signs and symptoms, aetiology, and mechanisms.
- Learner-led research using internet and textbooks:
 - For each overuse injury, the learners should be given a worksheet detailing columns headed 'aetiology,' 'mechanisms' and 'signs and symptoms.' In small groups, get learners to research each injury and complete the worksheet.
- Injury observation using recorded clips such as on video sharing website:
 - All learners watch appropriately selected clips on video sharing website and complete the worksheet (as used above), including identifying the type of injury.
- Learner-led research using the internet and textbooks:
 - Learners to design a poster detailing the 10 red flag symptoms with regard to spinal injury and medical referral.
- Introduce the topic and content of physiological and psychological response to injury.
- Formal delivery of physiological responses.
- Split the group into research teams and ask each team to research the following areas: grief response model, cognitive appraisal model, three categories of response, stress injury model, stress response and Wiese-Bjornstal integrated model. Then ask the research teams to feed back their findings in the form of a mini presentation.
- Explore the psychological response to injury by inviting semi/elite/pro athletes who have sustained injuries to share their experiences and discuss the psychological effects.
- Consolidate individual learning by producing a quiz for the learners.



Unit 17: Sports Injury Management

Learning aim B – Explore common treatment and rehabilitation methods

- Introduce content section B1 to the learners by discussing their experiences of dealing with injury, the use of first-aid skills and the need for medical referral.
- You or a qualified first aider could demonstrate common treatment methods. Learners can use role play to execute and practise practical skills. Discussion should go alongside this to encourage learners to apply theory confidently and effectively. A maximum of two skills should be delivered before learners practise them.
- Split the group into research teams. Each team is to devise and complete a worksheet identifying the medical referral personnel, when referral is required and how to refer.
- To consolidate learning and further develop confident and effective application, learners should be given a scenario or situation in which they need to practically execute treatment methods. You should question them during the application. The role-play situation could be digitally recorded and then analysed by the learner afterwards to see what they did correctly and what needs improvement.
- Introduce content sections B2 and B3 to the learners by using digital footage of aspects of rehabilitation, followed by a question and answer session to ascertain their prior knowledge.
- Use formal delivery of the stages and principles of rehabilitation using specific injury examples, real-life examples, and visual aids and digital footage where possible.
- Ask the learners in groups to research psychological factors associated with injury and prepare relevant questions (ensuring coverage of the unit content) for a forthcoming interview with an industry professional, e.g., a sports and rehabilitation therapist, physiotherapist or sports psychologist. The learners should then conduct the interview. Use tutor-led discussion to consolidate learning with the use of questions and answers.
- Methods of rehabilitation should be delivered in a practical environment and manner, ensuring learners fully engage with and experience all aspects. Discussion should include progression, alternatives, adaptations and any other considerations required, including monitoring.
- Learners' understanding should be consolidated by splitting them into small groups and providing scenarios in response to which they design mini rehabilitation programmes or aspects of one. Peer learning should be encouraged with learners presenting to the group.

Learning aim C – Investigate risk factors that may contribute to sports injuries and their associated prevention strategies



Unit 17: Sports Injury Management

- Split the class into two teams – intrinsic and extrinsic. Each team should work together to ensure all of the unit content is researched using the internet and textbooks. Each team should devise a table identifying the risk factor, e.g., a column identifying 'Training error' and then another column stating all the risk factors associated with training errors. You should check the table to ensure all content has been included and is accurate in nature.
 - Each team should swap tables and proceed as a team to discuss preventative measures, and document these in an additional column.
 - Follow this up with tutor-led discussion regarding intrinsic and extrinsic risk factors, using visual aids such as digital footage to enhance learning.
 - Peer review should be encouraged throughout, with tutor-led questions and answers to individuals and groups.
- Arrange guest speakers for discussing the importance of sports injury management, and its role in helping sports performers prevent or overcome common sports injuries. Guests could include sports coaches, managers or those responsible for health and safety. This could also be an opportunity to take learners to a venue to provide discussion in a real-life situation, and provide wider discussion with regard to additional skills required for employability.
- Use formal delivery of principles of injury prevention and injury prevention models, utilising and applying learners' knowledge through discussion and question and answer.
- You could provide scenarios that allow learners in pairs to apply the injury prevention model. Learners can then present back to the group with peer review and questions and answers.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit may be taught alongside:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing
- 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
- Unit 23: Coaching and Leading for Participation
- Unit 24: Provision of Sport for People with Physical and Learning Disabilities
- Unit 30: Sports Massage

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Textbooks

First aid:

- Ambulance St. J, *First Aid Manual (DK First Aid)* (10th Edition), Dorling Kindersley, 2014 ISBN 9781409342007 – First-aid manual.
- Gill W, *A Practical Guide to Sports First Aid*, Lotus Publishing, 2004 ISBN 9780954318864 – Protocols and practices regarding first aid.
- Landry G and Bernhardt D, *Essentials of Primary Care Sports Medicine*, Human Kinetics Publishers, 2003 ISBN 9780736003230 – Practices and protocols regarding treatment of injury.
- O’Byrne J and Devitt B, *Sports Emergencies: Management Scenarios*, Elsevier Science, 2010 ISBN 9780443068652 – Scenarios regarding sports emergencies and management.
- Ruben A, *Sports Injuries and Emergencies: A Quick-Response Manual*, McGraw Hill Professional, 2003 ASIN B001CNEUBO (Kindle Edition) – Practices and protocols regarding first aid and treatment of injury.



Sports injuries:

- Bahr R and Maehlum S, *Clinical Guide to Sports Injuries*, Human Kinetics Publishers, 2003 ISBN 9780736041171 – Information regarding sports injuries, aetiology, mechanisms, injury risk factors and prevention.
- Brukner P and Khan K, *Clinical Sports Medicine* (Fourth Edition), McGraw Hill, 2012 ISBN 9780070998131 – In-depth information regarding all aspects of injury, prevention and rehabilitation.
- Gledhill A, Mackay N, Forsdyke D and Randerson K, *Foundations in Sports Therapy*, Heinemann, 2011 ISBN 9780435046859 – Inclusive of sports injury, physiological and psychological response, rehabilitation and professional practice. Reading for higher end learners.
- Kent M, *Oxford Dictionary of Sports Science and Medicine* (Third Edition), Oxford University Press, 2006 ISBN 9780199210893 – A sports, science and medicine dictionary.
- MacAuley D and Best T, *Evidence-based Sports Medicine*, Wiley-Blackwell, 2002 ISBN 9780727915849 – Covers an evidence-based approach to sports injury.
- Norris C, *The Complete Guide to Sports Injuries*, A&C Black Publishers, 2011 ISBN 9781408130773 – Fully comprehensive resource regarding sports injury.
- *The BMA Guide to Sports Injuries*, Dorling Kindersley, 2010 ISBN 9781405354288 – This is a comprehensive guide to sports injuries.
- Walker B, *The Anatomy of Sports Injuries: Your Illustrated Guide to Prevention, Diagnosis and Treatment* (Second Edition), Lotus Publishing, 2012 ISBN 9781905367382 – An annotated book regarding treatment and prevention of injury.

Rehabilitation and injury prevention:

- Beachle T and Earle R, *Essentials of Strength Training and Conditioning* (Third Edition), Human Kinetics Publishers, 2008 ISBN 9780736058032 – Information regarding strength and conditioning for rehabilitation.
- Comfort P and Abrahamson E, *Sports Rehabilitation and Injury Prevention*, Wiley-Blackwell, 2010 ISBN 9780470985632 – A comprehensive resource on rehabilitation and injury prevention.
- Peterson L and Renstrom P, *Sports Injuries: Their Prevention and Treatment* (Third Edition), CRC Press, 2000 ISBN 9781853171192 – Clearly defined information regarding acute and chronic injuries including aetiology, mechanisms and signs and symptoms.
- Prentice W, *Rehabilitation Techniques for Sports Medicine and Athletic Training* (Fifth Edition), McGraw Hill, 2010 ISBN 9780071289535 – Information regarding rehabilitation techniques.
- Walker B, *The Anatomy of Stretching: Your Illustrated Guide to Flexibility and Injury Rehabilitation* (Second Edition), Lotus Publishing, 2011 ISBN 9781905367290 – Provides information regarding stretching and stretching techniques.
- Wise C and Gulick D, *Always at Your Side Mobilization Notes: A Rehabilitation Specialist's Pocket Guide*, F.A. Davis Company, 2009 ISBN 9780803620964 – Provides information regarding rehabilitation protocols and practices.

Journals



Van Mechelen W, Hlobil H and Kemper HC – Incidence, Severity, Aetiology and Prevention of Sports Injuries. A Review of Concepts. *Journal of Sports Medicine*, Volume 14, 1992, pages 82-99

The following journals provide articles relating to varied aspects of the sports injuries content:

BMC Sports Science, Medicine and Rehabilitation (Springer Science and Business Media)

British Journal of Sports Medicine (BMJ Publishing Group Ltd)

Clinical Journal of Sports Medicine (Lippincott, Williams and Wilkins)

Journal of Physiotherapy and Sports Medicine (PGIP)

Journal of Science and Medicine in Sport (Elsevier Science)

Journal of Sports Rehabilitation (Human Kinetics Journals)

Peak Performance (Green Star Media)

Research Quarterly for Exercise and Sport (Routledge)

Sports Injury Bulletin (Green Star Media)

Websites

www.nhs.uk – National Health Service – Recommendations for the treatment and management of injury including first aid.

www.nsmi.org.uk – Sports Medicine Information – Provides information with regard to sports injury, classification, signs and symptoms, mechanisms, and injury prevention.

www.patient.co.uk – Patient Trusted Medical Information and Support – Contains specific information with regard to sports injuries such as signs and symptoms, treatment, and prevention.

www.physioroom.com – PhysioRoom – Provides sports injury information including signs and symptoms, and prevention.

www.redcross.org.uk – First aid

www.sja.org.uk – First aid

www.sportsinjuryclinic.net – Sports Injury Clinic – Provides extensive information with regard to sports injuries, prevention and rehabilitation.

www.stopsportsinjuries.org – Stop Sports Injuries – Provides sport-specific injury and sport-related information.

www.topendsports.com – The Sports Fitness, Nutrition and Science Resource – Provides a range of information including sport, sport medicine and sports psychology.

Magazines

These magazines provide overarching information and articles regarding injury, treatment and prevention:

SportEX Dynamics (Centor Publishing)

SportEX Health (Centor Publishing)

SportEX Medicine (Centor Publishing)



Unit 18: Work Experience in Active Leisure

Delivery guidance

Approaching the unit

This unit will help learners prepare for, undertake and reflect on a work experience placement in active leisure. The work experience placement should be at least 20 hours in duration. This unit builds on the work that learners will have already completed in *Unit 3: Professional Development in the Sports Industry*. You will find it useful to refer learners to the career development action plan (CDAP) that they completed in that unit, particularly when completing learning aim A.

Your centre may already have a well-established work experience programme that may include local sports-related organisations in the public, private and voluntary sectors. If this is the case, you will be able to tap into these existing partnerships to give learners an access to potential work experience providers. The benefit of using an already established programme is that issues to do with health and safety, safeguarding and insurance will already have been addressed.

If you have to build up your own contacts, either you or another competent and responsible centre representative will have to visit the workplace to establish a proper partnership with the organisation before work experience placements are finalised. An initial visit should prove valuable in giving a snapshot of a potential provider's approach to health and safety, and for identifying any hazards that those taking up the placement might face.

If your centre does not already have established links, you can consult your local careers education, information, advice and guidance (CEIAG) provider, job centre and/or any local Education Business Partnership, all of whom may be able to give you contacts in local sports organisations that may be willing to provide work experience placements. Where links to suitable employers do not exist, you may wish to encourage learners to use family and friends and other networking opportunities to source their own placements.

You could then personally visit local sports organisations to explore the possibility of them providing work experience placements. This approach is worth considering as it will give you an opportunity to explain face to face the benefits of work experience placements, for both the learner and the employer. For the employer these include:

- influencing the quality of future employees
- development of recruitment channels
- influencing career choices
- promotion of vocational qualifications
- raising the community profile
- creation of management development opportunities
- understanding changes in the education system.

During this initial visit, explore what opportunities can be offered through the placement and how these could be best matched to the needs of your individual learners. You will



have to brief clearly all employers about what is expected from them in terms of the support offered to learners, and what they can expect from your learners in return.

You will find it useful to encourage learners to seek a work experience placement that matches, as closely as possible, their career aspirations. This will help bring the work experience 'alive': learners are more likely to be highly motivated by a work experience placement that directly relates to their future career aspirations.

You may find it useful to arrange pre-placement visits for your learners. These are well established as an important means of helping to match the interests and capabilities of the learner to the requirements and possibilities of the placement. It is important that the matching process take into account any limitations on the part of the learner. Areas where learners might face challenges may be identified as a part of the employer's risk assessment. Pre-placement visits can help learners develop individual learning objectives and targets with the employer, and thus develop learners' career management skills. It is in any case a good practice for learners to meet their immediate supervisor in advance of the actual placement, and to be told the key findings of the employer's risk assessments.

Delivering the learning aims

Learning aim A

It is likely that you will have to provide considerable guidance and support to learners as they complete a work experience action plan (WEAP). To help develop and broaden your learners' knowledge of the local job market, you may wish to invite representatives from a range of local sports-related organisations into your centre to talk about their particular area of expertise. These guest speakers could be involved in whole group discussions, presentations or in question and answer activities. You could also arrange learners' visits to sports organisations in the local area and further afield if time allows.

One-to-one discussions as well as whole and/or small group discussions around career aspirations and sports interests will be particularly useful. You could use a similar approach to help learners identify a comprehensive range of personal and sports-specific skills. You may find it useful to provide examples of completed action plans or self-assessment summary statements, as well as examples of work experience aims and outcomes, particularly in setting SMARTER targets, and generic and technical work-related skills. This will give invaluable assistance to learners in understanding what is required of them. You will need to ensure that the aims and outcomes set, if achieved, will demonstrate the learner is developing competence in using work-related skills, as well as showing career development progression.

The selection of an appropriate sports industry work experience placement will depend on the range of links your centre has and/or the networking opportunities available to individual learners (see previous section). You could involve your centre's careers adviser in whole group sessions to discuss ways of looking for suitable opportunities, as well as one-to-one discussions that will have the benefit of focusing on individual learners' aspirations, strengths and interests.

You may find it useful to teach the learners how to conduct a SWOT analysis, as well as providing examples of a SWOT analysis to help their understanding of the process and the expected outcomes.

Learning aim B

Learners' prior knowledge and experience of job applications and interview processes may vary considerably. You may wish to discover the extent of this and tailor the delivery of this learning aim accordingly.

Ideally, you will involve employers and/or workers from work experience placement in all aspects of the process. Where centres are able to offer a range of work experience placements, learners should still work through the application and interview process.



Although this is a simulation of the actual process, it will make it a very 'real' experience for the learners: having employers on board, particularly at the interview stage of the process, will add real meaning to the learning experience.

You could give learners examples of actual application forms from work experience organisations, covering letters and CVs, and use whole and/or small group discussions to explore the positive and negative aspects of applying through these methods. In order to assist with learners' understanding of the application process for their work experience placement, you may find it useful to encourage learners to produce and use the relevant application methods in class.

You can also use role-play and simulated interviews to help learners practise and develop the necessary skills. You will find it useful to model to the learners an example interview, highlighting positive and negative behaviour (using a video if necessary). Learners need to practise with others within the group. This could involve setting up a simulated interview session where learners are expected to behave as if they were attending an actual interview. You may wish to video these simulated interviews to provide individual feedback and as a stimulus for group discussion. This will have the benefit of increasing learners' confidence before an actual interview for their work experience placement.

If an employer is unable to provide an interview experience, you may find it useful to seek the assistance of the local careers advice and guidance provider.

Learning aim C

Learners will need to be able to demonstrate how they have developed within the workplace, meeting the aims and outcomes (SMARTER targets) as set out in their WEAP, and how they envisage developing beyond the work placement.

Learners must collect a range of appropriate and relevant evidence relating to every aspect of their work experience placement, as well as information relating to the organisation itself (see learning aim D). You should help the learners decide how they are going to collect and collate the range of evidence and record any feedback. This will very much depend on the type of activities undertaken and is likely to vary considerably from placement to placement.

You could set up whole and/or small group and one-to-one discussions looking at the type of evidence required and the best way to capture feedback. Alternatively, you could bring to class a range of examples and ideas – for example, questionnaires, photographs, comment cards, videos, blogs and witness statements. You could involve the employer in this process as they may have already used a variety of methods for gaining customer/user feedback, which the learner may be given permission to use. You may find it useful to encourage the learners to devise and produce their own methods of gaining feedback.

All of this information must be gathered together in a reflective journal. You may find it useful to help learners decide which is the most appropriate and convenient format, design and layout to use, ensuring their choice is fit for the purpose, taking into account the range and nature of the information, evidence and feedback that they are required to collect and the subsequent use to which it will be put. You could deliver the required contents of the journal to the learners through an interactive presentation, a whole group discussion or by bringing examples of a reflective journal to the class. Your centre's careers adviser or local Education and Business Partnership may be able to provide examples of work experience diaries or logs that can be adapted. You could encourage higher level learners to engage in discussions relating to the format, layout and design of the journal, taking into account the range and nature of the contents, and give lower level learners examples to help engage them and demonstrate the level of information required.



You will find it useful to regularly conduct placement visits to observe the learners at work. This is important for four main reasons:

- to check progress towards achieving aims and outcomes
- to check that the reflective journal is being kept up to date and completed accurately, including the recording of feedback
- to witness that the learner is fully engaged in the placement
- to check that their workplace supervisor is happy with the progress they are making.

You will find it useful to give written feedback, which should be discussed with the learner during the work experience placement, and to discuss the learner's progress with their workplace supervisor. You should be confident that those in the workplace who sign observation records and witness statements are sufficiently competent to do so. The information gathered from these visits, taken in conjunction with the information and evidence gathered in the reflective journal, will help learners to review and reflect on the impact of work experience on their career development and aspirations (see learning aim D).

Learning aim D

On completion of their work experience placement, learners are required to review the impact of their placement on their career development and to reflect on how their career aspirations may have been influenced by the work experience.

You could give learners the areas they need to consider for review through a presentation leading into a whole group discussion. These areas would include:

- the range of opportunities where the learners had to apply generic and technical knowledge and skills
- their key achievements, linked to their WEAP and short-term SMARTER aims and outcomes
- the impact that the development of the range of skills and knowledge outlined above has on the learner's career development.

The areas the learners need to consider to inform the reflection process could also be presented to the whole group, followed up with a general discussion. These areas would include:

- self-reflection
- evidence from the workplace
- research into the workplace organisation and other similar sports industry organisations
- comments from their workplace supervisor and other colleagues.

You may find it useful to stress the importance of using examples from the workplace, collated in the reflective journal, to support the learner's conclusions about their career development and to evidence the influence on their career aspirations.

You may also wish to carry out one-to-one discussions with each learner to help them identify the specific strengths directly related to their work experience.

Learners are also required to conduct research into both their work experience organisation and other sports industry organisations, which have a similar purpose and offer similar job roles, services and/or products. You could set the parameters for this research by delivering an example presentation on a sports industry organisation, or by using case studies. You may decide to deliver this part of learning aim D at the same



time as learning aim C, as the learners could carry out their research into their workplace while they are attending their work experience placement. Learners could then use their journal to collect information on their workplace. Alternatively, you may decide that the research should be carried out before the start of their placement. This would have the benefit of helping learners have a thorough understanding of the workplace before they begin their placement, particularly with regard to workplace roles and responsibilities, agreed standards of personal behaviour and presentation, and the range of opportunities that the organisation offers for continuing professional development.

Learning aim	Key content areas	Recommended assessment approach
A Undertake in-depth preparation for an active leisure work experience placement	A1 Work experience action plan A2 Selection of an appropriate sports industry work experience placement	A completed WEAP A report justifying learners' suitability for a specific sports industry work experience placement. Supported by SWOT analyses
B Undertake a job application process for an active leisure work experience placement	B1 Completion of the application and interview process for a specific active leisure work experience organisation	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
C Carry out work experience tasks to meet set objectives from WEAP	C1 Work experience tasks C2 Work shadowing and observation	A self-appraisal report that analyses learners' performance in the sports industry work experience placement, supported by observation of learner on work placement carrying out tasks and activities, evidenced by observation report signed by assessor
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 D2 Undertake research into active leisure organisations D3 Reflect on how career aspirations may have been influenced by the work experience in the sports industry	A report or presentation based on independent research into the work experience organisation and other similar sports industry organisations 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 WEAP



Assessment guidance

For learning aim A, learners are required to complete a WEAP and a report, which includes a SWOT analysis, that details their suitability for a specific sports industry work experience placement. Completing the report will help learners to more clearly demonstrate the link between the outcomes of their WEAP, the specific opportunities presented by the work experience placement, and the nature and range of the aims and outcomes they will work towards achieving while on work experience.

For learning aim B, learners are required to compile a report that evaluates their performance in all aspects of the job application and interview process. It should be supported by evidence from their interview (which could be video evidence used to highlight positive aspects of their interview) and relevant supporting application documents.

For learning aims C and D, learners are required to complete a range of reports:

- a self-appraisal report that analyses their performance in the sports industry work experience placement, supported by observation of the learner on their work placement carrying out tasks and activities, evidenced by an observation report signed by their assessor/supervisor. Learners should identify strengths, areas for improvement and the steps required for future development. Besides the observation report from their supervisor, learners should use a wide range of evidence, gathered through their reflective journal, to support their judgements.
- a report or presentation based on independent research into the work experience organisation and other similar sports industry organisations. This research could include:
 - a description of the organisation and its history – to include the sports industry sector, its main purpose, facilities, key activities, main customer/client group
 - the structure of the organisation – to include internal structure (management structure, key personnel and their roles) and external structure, if relevant (relationship with parent company and other organisations)
 - workplace roles and responsibilities – including their own roles and responsibilities undertaken during their work experience
 - legislation relevant to the workplace – to include Health & Safety, codes of practice, customer care
 - agreed standards of personal behaviour and presentation applied by the organisation – this could include equal opportunity policies, organisation procedures and expectations, dress codes, timekeeping, reliability, confidentiality and data protection
 - opportunities the organisation offers for continuing professional development.

A range of supporting evidence should be gathered – to include marketing materials, leaflets, newsletters, information posters.

You may wish to guide learners towards the most suitable means of completing this part of the learning aim – a written report or presentation – depending on which best suits their strengths.

- a report that evaluates the impact on learners' career development during all stages of the work experience placement process, from application through participation to review, supported by an updated WEAP and a range of relevant evidence from the work experience journal.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 18: Work Experience in Active Leisure

Introduction

You may find it particularly useful to introduce this unit by arranging seminars involving guest speakers representing the range of local sports industry organisations. These speakers will be able to give learners an insight into the range of jobs within their organisations. In addition (if time allows), or alternatively, you could arrange visits to local public, private and voluntary sports organisations. These activities would help learners identify the different roles within organisations and the responsibilities of those who undertake those roles.

You may wish to undertake some preparation before these talks/visits by asking learners to think about what sort of information would be most useful to them, e.g., personal skills required, qualifications, career pathways and opportunities for professional development. Learners could then devise brief questionnaires to ensure that appropriate information is collected. Alternatively, you could prepare a brief for the visitors so that the information given to the learners focuses on their requirements.

Learning aim A – Undertake in-depth preparation for an active leisure work experience placement

You may find it useful to carry out one-to-one discussions to help learners successfully complete the range of tasks associated with this learning aim. You may be able to work with a group of higher level learners, but lower level learners are most likely to benefit from one-to-one discussions.

Learners complete a WEAP, which should use their CDAP as a starting point.

- Learners should carry out a pre-placement self-evaluation. This should include: personal qualities, current career aspirations and motivations, sports interests, skills (personal and sports specific), prior knowledge and experience, levels of expertise, e.g., qualifications in sports-based or sports-related activities.
- You may find it particularly useful to provide examples of a pre-placement self-evaluation.
- Using this self-evaluation, and referring to their CDAP, learners can then construct a WEAP. To help the learners, you may find it useful to bring examples of action plans to the class. The WEAP will identify aims and outcomes specific to a potential work experience placement. You may find it particularly useful, if learners are unfamiliar with this, to prepare a presentation and/or interactive worksheets to help learners set SMARTER targets. This will have the benefit of introducing the acronym and its meaning, and of giving examples of SMARTER targets. These aims and outcomes should be related to generic and technical work-related skills.
- Inviting your centre's careers adviser to talk to the learners about how to go about matching outcomes with particular workplace roles, accompanied by an explanation of how and why they match, would be particularly useful. You may also find it useful to bring examples of job and/or person specifications to the class.
- Using the WEAP, you may find it useful to carry out one-to-one discussions with learners to help them map skills and personal qualities to a job specification and/or person specification. This will lead to learners identifying suitable jobs from the available work experience placements that fit the outcomes of their WEAP.

Learning aim B – Undertake a job application process for an active



Unit 18: Work Experience in Active Leisure

leisure work experience placement

For this learning aim, you may find it useful to collate a range of examples of application forms, letters of application, personal statements, CVs and covering letters, videos of mock interviews and other information regarding the job application and interview process. Your centre's careers adviser and/or your local CEIAG provider will be able to help with this process.

- Invite your careers adviser to talk to the learners about the job application and interview process. They will be able to stress the importance of personal presentation skills: written communication, verbal communication, non-verbal communication and personal presentation.
- Learners will complete the application method relevant to their work experience.
- You may find it particularly useful to bring to the class a video of an interview that highlights key interview skills. These would include interview preparation and participation skills. Your centre's career adviser will be able to recommend suitable resources to help with this process. Follow this up with each learner by carrying out mock interviews. You may find it useful to video these. This would have the benefit of providing comprehensive feedback for each learner, ensuring that they have used the skills they have learned and preparing them for their work experience placement interview.
- To evaluate effectively their performance in the job application and interview process relating to their work experience placement, it would be useful to direct learners to gather evidence of every stage of the process, e.g., completed application forms, CVs, interview feedback observations etc.
- Employer feedback at the completion of each stage of the application process will be particularly useful. This would provide meaningful guidance to learners on how to develop the skills required to be successful in the application and interview process.
- As part of the learners' workplace induction, you could arrange meetings with employers so that the aims and outcomes of the WEAP can be shared, negotiated and modified if necessary, taking into account employer input.

Learning aim C – Carry out work experience tasks to meet set objectives from work experience action plan

This learning aim relates to carrying out work experience tasks. These will range from assisting and participating in sports-specific and general work-related tasks to work shadowing and observation.

It is essential that learners are able to document their participation, developing competence and collecting feedback relating to their performance. In order to do this, learners will have to produce a reflective journal.

- In order to explore the parameters of the reflective journal, you may wish to prepare a presentation that introduces the learners to the range of information they are expected to cover. This would include:
 - details of planned tasks and activities, which may include coaching sessions, leadership activities, lesson plans and/or setting up equipment
 - learners own reflective comments
 - feedback and witness testimony from colleagues, their supervisor, the employer, clients/customers
 - tutor observation of the learner in the workplace environment (noting that



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observation records should clearly show learner achievement against aims and/or SMART(ER) outcomes)

- photos, audio/visual recordings and other relevant evidence (which could include completed booking forms, articles, records and/or promotional materials)
- monitoring/reviewing progress towards achieving stated aims and outcomes, including the development of competence in using work-related skills.
- You may also want to initiate a whole group discussion that explores the format, design and layout of the reflective journal. These journals could be handwritten, word processed, an e-diary or a blog.
- Taking into account the points made above, learners should decide which is the most appropriate and convenient format, design and layout to use, ensuring that it is fit for the purpose. This could be done in small groups when the work placements are in similar organisations or in one-to-one discussions with learners where you may be better able to judge the amount of support you may have to provide.
- Alternatively, you may wish to consult with your careers adviser and/or local Education and Business Partnership to see if they can provide examples of work experience diaries/logs that learners could adapt to use as a reflective journal.
- The evidence collected in the journal will be used as a basis for the completion of the tasks in learning aim D, specifically reviewing the impact of the work experience placement on their career development and reflecting on how their career aspirations may have been influenced by the work-based experience.

Learning aim D – Investigate the impact of an active leisure work experience placement on career development

The level of support that learners require in this learning aim may vary considerably. You will need to decide on the most appropriate level of support required so that learners are able to recognise where, how and why career development has taken place. Evidence gathered in the reflective journal, particularly which includes witness testimony, observations and evaluations from colleagues, their supervisor, the employer and customers/clients, is likely to be key in helping learners to review the impact of their placement on their career development.

- You may find it useful to produce a presentation that illustrates the areas that learners should consider including in their self-appraisal of their performance during the work experience placement. Using the range of evidence collected in the reflective journal, these areas will include:
 - opportunities to apply generic skills and knowledge during the placement, 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 equipment for sports events or activities and clearing it away, cleaning, maintenance
 - key achievements linked to the WEAP and progress towards achieving short-term SMARTER aims and outcomes, taking account of: achieved aims and outcomes, meeting specific role requirements, skills gained – generic and technical, and knowledge gained – generic and technical.

You could deliver this presentation to the whole group and then follow it up with one-to-one discussions with learners to help them:



Unit 18: Work Experience in Active Leisure

- identify the range of generic and technical sports-based work-related skills and tasks carried out during the work experience placement
- highlight the range of generic and technical sports-based work-related knowledge and experience gained and developed
- identify successful achievement of work-related tasks and activities, and the achievement of specific aims and outcomes from the WEAP, using relevant evidence from the reflective journal
- highlight key achievements.
- You may find it particularly useful to indicate to the learners that their review of the impact of their work experience placement on their career development should in its conclusion:
 - indicate the extent to which specific aims and outcomes as detailed in the WEAP have been met or will have to be modified
 - indicate the extent to which the work experience placement has had an impact on their career development by referring to their CDAP.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing
- 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 Circuits-based Physical Activity
- Unit 15: Instructing Exercise to Music
- Unit 19: Development and Provision of Sport and Physical Activity
- Unit 20: Leisure Management
- Unit 21: Leisure Centre Operations
- Unit 22: Customer Service and Sales in Active Leisure
- Unit 23: Coaching and Leading for Participation
- Unit 24: Provision of Sport for People with Physical and Learning Disabilities
- Unit 28: Sports Performance Analysis
- Unit 29: Physical Education and the Care of Young People

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the



Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

Textbooks

Field S, *Career Opportunities in the Sports Industry* (Fourth Revised Edition), Checkmark Books, 2010 ISBN 9780816077816 – Contains more than 70 job profiles, each carefully reviewed and updated to reflect its duties, requirements and salary ranges.

Innes J, *The Cover Letter Book: Your Definitive Guide to Writing the Perfect Cover Letter* (Second Edition), Pearson Education, 2012 ISBN 9780273776666
– A guide to all the essential rules and high-impact strategies that can be used to ensure cover letters make learners stand out from the crowd.

Innes J, *The CV Book: Your Definitive Guide to Writing the Perfect CV* (Second Edition), Pearson Education, 2012 ISBN 9780273776581 – A well-researched guide to planning, writing and presenting compelling CVs.

Innes J, *The Interview Book: Your Definitive Guide to the Perfect Interview* (Second Edition), Pearson Education, 2012 ISBN 9780273776628 – A guide to planning for interviews and how to tailor an interview to a specific role.

Longson S, *Making Work Experience Count: How to Get the Right Work Experience and Improve Your Career Prospects* (Second Revised Edition), How To Books, 1999 ISBN 9781857035179 – Aimed at people undertaking work experience placements, this book offers practical information to maximise the benefit of doing work experience for both future career decision-making and increasing the chances of getting a job.

Masters J, *Working in Sport: How to Find a Sports Related Job in the UK or Abroad* (Third Edition), How To Books, 2011 ISBN 9781845284558 – Details a wide range of careers available for all levels and types of sports enthusiasts, both in the UK and abroad.

Websites

www.careers4u.tv/ – a completely independent careers library featuring interviews with young employees, apprentices and entrepreneurs who have been filmed in the workplace so viewers can see what their working life is really like.

www.careersbox.co.uk/ – a free online library of careers related film, news and information. Case study films show real people doing real jobs, giving viewers insight into careers across all sectors.

www.careers-in-sport.co.uk – provides in-depth analysis of the different careers in sport available.

www.cegnet.co.uk – website of the national support programme for careers education, with comprehensive information and links.

www.connexionslive.com – provides information, advice, guidance and support service for young people.

www.highflyerspublishing.co.uk – provides user-friendly resources for careers advisers and tutors.

<http://icould.com/watch-career-videos/> – career videos grouped into different 'job types' or 'sectors' to give learners some real-life examples of the massive range of careers that are available.

www.leisureopportunities.co.uk – a jobs service that is updated every day with jobs in the sport and leisure industry.



www.work-experience.org – the role of the National Council for Work Experience is to promote, encourage and support the development of quality work experience and work-related learning for the benefit of employers and learners.



Unit 19: Development and Provision of Sport and Physical Activity

Delivery guidance

Approaching the unit

This unit gives learners the opportunity to study the development and provision of sport in the UK and its relationship with global sport. Learners will consider how sports development (SD) influences the provision of sport and how agencies within SD aim to increase participation, develop talent and promote inclusion for all.

Learners will investigate relationships between SD and commercialisation, and their impact at different levels. They will learn about how sport is developed and how this development effects the wider industry. The unit also enables learners to discover how development agencies work to identify need, to develop sports provisions and the processes they must follow to secure support for sports projects.

You could deliver this unit using a mix of theory (to introduce learners to the topics listed in the unit content), visits and guest speakers (to enable learners to apply the theoretical concepts they have learned).

You should allow learners to explore the wider SD concept by looking at case studies of events, initiatives/schemes and facilities/clubs. They should be directed to research looking at the positive and negative impacts of SD, its relationship with proposal writing and the development of new events, initiatives/schemes and facilities/clubs.



Delivering the learning aims

Learning aim A

This learning aim requires formal teaching of the principles of SD. Learners need to know about the purpose of SD (Learning aim A1) and how it aims to increase participation. Group discussion will enable learners to think about their own performance levels and position in the SD continuum (performance pyramid).

For Learning aim A2, learners could work in small groups to research barriers to participation and potential solutions to increasing participation rates within a sporting context. This information could then be presented to the group as a presentation. Encourage learners to ask each other questions and to use the notes from presentations to create revision materials.

Learning aims A3 and A4 could be covered using a number of teaching methods, including formal lectures, independent research and use of guest speakers. Using group and paired work for research tasks will enable learners to explore sports and activities that are of particular interest to them. Learners can select sports events, initiatives/schemes and facilities/clubs that they have had direct involvement with or that have inspired them. Formal lectures will be useful for ensuring an understanding of the definition and role of a stakeholder and the part stakeholders play in SD. A group discussion may be useful for teaching the importance of measuring SD and the most effective methods of measurement.

Learning aim B

Learners need to understand the impact of SD on society and the individuals within society. They must consider the positive and negative impacts of hosting events, implementing initiatives/schemes and developing facilities/clubs. For example, the impact on infrastructure (physical structures, roads, communication links, facilities), the environment and the local community. They should also think about ethical, cultural, political and economic impacts at a local, national and global level. You must ensure that learners have examples for each of these categories.

Learning aim B1 could be covered using a number of teaching methods, including formal lectures, independent research and visits. Research sessions will enable learners to develop key study and employability skills. Session times can be flexible and can be added when there is an opportunity for learners to carry out independent research. It is important that learners understand how to focus their research and know how to reference research in their own work.

Learners could each select an event, initiative/scheme or facility/club and research the positive and negative effects it has had on society. For example, what effect did the 2014 Tour de France in Yorkshire have on the local infrastructure around its route? What were the environmental effects caused by hosting the event and how was the event used politically at a local and national level?

Learning aim C

This learning aim introduces learners to the role of the media and commercialisation in sport, the relationship between them and their influence on sports and SD. Learners need to be able to use sporting examples to illustrate their understanding of this Learning aim.

To deliver this Learning aim you could use a number of methods, including formal lectures, independent research and group presentations. Research tasks can be based around briefs set by you to create an event, scheme/initiative or facility/club. Allow learners to share the results from their research at regular intervals to promote discussion and to allow them to ask questions and review each other's work.

Group discussion will enable learners to think about the interrelationships between the media and commercialisation and the need to balance these.

Learning aim D



Learners need the opportunity for plenty of research experience in learning aim D. They need to be able to target their research and to understand how to write a proposal to develop sport by implementing a scheme/initiative, developing a facility/club or hosting an event. It is important that learners know how to evidence their research and how to justify the choices and decisions made in their proposal.

Learners need to know how a proposal could influence the wider SD context (local, national and global) and how the wider SD context could influence a proposal. They should consider:

- proposal writing structure (aims, performance indicators, proposed activities, resources, relationship between proposal and the wider SD context)
- SD aims and organisations
- participation, inclusivity, progression
- infrastructure, environmental, political, ethical, cultural, economic status/wealth
- media and commercialisation.

To deliver this learning aim you could use independent research and group presentations. Group discussion will also enable learners to explore the relationship between SD and proposals.

Assessment guidance

It is important that revision opportunities are put into clear vocational contexts and that scenarios are drawn from wider SD. Learners should be able to carry out targeted research in order to collect relevant information for the assessment task.

This unit is externally assessed. Learners must work independently throughout the assessment process to produce an assessment task. They must not share any information or their work with other learners. Any notes that learners prepare for Part B of this assessment must be handwritten. Learners may make as many notes as they feel appropriate, but these notes cannot be answers in draft form.

The guided completion time for Part A is four hours. The notes that learners make should be checked before they start Part B of the assessment. You may give guidance to learners on when to complete the tasks and what needs to be submitted, but you cannot give learners any feedback during the task.

Part B materials for the set task will be issued at the start of the period permitted for controlled assessment. Part B will be completed in a booklet that contains material for the completion of the set task under controlled conditions. The completion time of Part B is two and a half hours. Learners should complete this part under supervision and their work should be kept securely. Learners should not share their work with other learners and you cannot give them guidance on completing the task. Learners' work will be submitted to Pearson at the end of the assessment period.

Learners must ensure that they read the task information and instructions carefully. They should plan their time accordingly and for Part A should be prepared to submit all the required evidence by the date specified.

To support a successful outcome, it will be beneficial for the learners to practise preparing for the assessment so that they are familiar with the assessment controls and what they are expected to produce. You should also ensure that the learners are familiar with the key terms typically used in assessment for this unit.

Getting started



This gives you a starting place for one way of delivering the unit. Activities are provided in preparation for the external assessment.

Unit 19: Development and Provision of Sport and Physical Activity

Introduction

Start by explaining that this unit gives learners the knowledge and understanding of the development and provision of sport in the UK and its relationship with global sport. Learners will learn what is needed to write a proposal for a sports development (SD) project.

Learning aim A: Principles of sports development

Outline the nature of the learning aim and introduce the learners to principles of SD.

- A good starter activity is a tutor-led discussion to engage learners. Pull out key points (with questioning where necessary) about the aims and purpose of SD.
- Learners can work in pairs to identify the importance of participation in sport. Ask them to focus on their own experiences and motivations. Draw these together into a plenary session to identify common traits and reasons.
- Prompt learners to name as many reasons for inclusivity in sport as possible. Follow this up with tutor-led discussion. Learners could then work in pairs to identify how sports and activities can be made inclusive to all and how a sports initiative (e.g. 'Fit for Girls') has made a sport inclusive. Access to computers will be needed for research, and allow regular opportunities for learners to feed back their findings to the rest of the group.
- Introduce the purpose of progression in sport and the SD continuum. Learners could select a sport and draw a timeline or performance pyramid for it, including the route from amateur to professional. They should consider coaching and skills ability courses and other opportunities a sports person may encounter.
- Learners can work in small groups to research barriers to participation in sport before presenting their findings to the whole group. Follow-up research sessions can cover solutions to these barriers and the impact of SD. An annotated poster could also be created for this. Encourage learners to create revision sheets and notes based around the results of their research.
- Learners could work in small groups to discuss and identify the role and purpose of organisations and stakeholders in SD. Ask learners to devise questions to ask a guest speaker based around the function and purpose of stakeholders and their effect on SD.
- Arrange for a guest speaker to explain their role as a stakeholder and the role of stakeholders in sport and SD. The speaker could be a community leader, a sports coach or a SD officer. Learners could then work on their own, writing up the notes taken and answers to their questions.
- Ask learners to work in pairs to identify two different stakeholder personnel to research, focusing on their role in SD. Draw together the information learned from each pair into a whole group exchange of ideas and information.
- Introduce learners to the purpose of and ways of measuring SD. Use a whole class discussion on the purpose of measuring SD to help learners share ideas and opinions.
- Finally, learners could work in pairs to research a specific sports event, initiative/scheme or facility/club development. They should carry out targeted research on their chosen event, initiative/scheme or facility/club to find out its specific purpose and then should measure whether it is meeting/has met its goals. During their research learners should make notes on methods of measuring SD and should develop an understanding of which methods are the most useful.



Learning aim B: Wider sports development

- Introduce learners to the wider SD context (local, national and global). This learning aim focuses heavily on research and is an excellent opportunity for learners to further develop their skills in this area.
- Consider assigning learners to groups that complement each other and will work supportively. Give learners opportunities to meet and speak to individuals and locations that have hosted and run events, schemes and initiatives to help them understand how the theory of SD is applied in the industry. It will also help motivate them and solidify their understanding.
- Learners could work in small groups. Each group could research the hosting of an event, focusing on positive and negative impacts on infrastructure, the environment, politics, culture, ethics and the economy at local, national and global levels, as well as on the individual opportunities in sport.
- Arrange a visit to a local venue or club that has recently hosted an event (this could also be your centre's PE staff after hosting a sports day or other event). Learners should prepare a series of questions focusing on the positive and negative effects of the event and their impact on wider SD. During the visit, learners should source answers to their questions and complete notes.
- Learners could work in small groups to research the implementation of an initiative or scheme. They should focus on the positive and negative impacts on infrastructure, the environment, politics, culture, ethics and the economy at local, national and global levels. They should also consider the impact on individual opportunities in sport.
- You could arrange a visit to a local venue or club that has run an initiative or scheme. Alternatively you could invite a guest speaker who has been involved in running an initiative/scheme (e.g. somebody from Youth Sport Trust, a Sport England organisation or Sky Sports Living for Sport for free athlete mentor visits). Learners could prepare a series of questions focusing on the positive effects of the initiative/scheme and their impact on wider SD. During the visit, learners should source answers to their questions and complete notes.
- With learners still working in small groups, they could write a brief proposal imagining they are developing a facility or a club. They should focus on the positive and negative impacts the facility/club could have on infrastructure, the environment, politics, culture, ethics and the economy at local, national and global levels. They should also consider the opportunities the facility will give to members of the local community.
- Arrange a visit to (or a guest speaker from) a recently developed facility or club (e.g. a local leisure centre, a national sports centre, a local club or a sports venue). Learners can prepare a series of questions focusing on the positive effects of the development and their impact on wider SD. During the visit/talk, learners should again source answers to their questions and complete notes.

Learning aim C: Media and commercialisation in sport

- Introduce learners to the relationships between media and commercialisation in sport. Learners can use this learning aim as an opportunity to develop their research skills and apply these to real world examples from the industry. Ensure that at key stages there are intervals where learners' research is shared with the rest of the group in plenary and discussion sessions, allowing ideas and information to be exchanged.



- Introduce learners to the different types of media and how media is used in sport. In pairs, learners could then list as many different types of media as they can. They should identify the uses of each type before organising the types of media into order of perceived effectiveness. Learners should include reference to the types of media that they use and that influence them.
- Continuing in pairs, learners could reflect on their research into an event, a scheme/initiative and a club/facility chosen from coverage of Learning aim B. Reviewing their research, they should find evidence that shows positive and negative use of the media and its effect on the event, scheme/initiative or facility/club. Use a hot seat activity to review learning, with a learner placed in the 'hot seat' and answering questions relating to the research.
- Learners could next work individually, taking on the role of an event organiser, scheme or initiative implementer, or facility/club (project) developer. Learners need to investigate and consider funding and budgeting and explain how a financially sustainable event/initiative can be planned and how funds will be distributed. You could draw together their findings into a general ideas and information exchange.
- Using work previously produced, learners can now consider how to make their project sustainable and ethically responsible, considering appropriate sponsorship and funding and Fairtrade resourcing. Learners should include examples of other projects that have met the ethical balance by choosing specific partnerships etc.
- Learners could use the internet to carry out three pieces of targeted research on hosting an event, implementing an initiative or scheme and developing a facility or club. They could use global or local examples. Learners need to collect research that shows the relationship between the media and commercialisation and participation, inclusion and progression.

Learning aim D: Proposal writing

- Introduce the purpose of proposal writing, how to do it, and the relationship between proposals and the wider SD context. Use examples of sporting proposals. As before, ensure there are regular intervals when learners' research is shared with the rest of the group in plenary and discussion sessions, allowing ideas and information to be exchanged.
- Introduce learners to the purpose of proposal writing. In small groups, learners could examine a range of bids for events, initiatives/schemes and facilities/clubs and draw out the main points of a proposal and what they all have in common. Learners should identify the strengths and weaknesses of each bid and scrutinise the effectiveness of the proposals.
- Introduce learners to the structure of proposal writing, with the need to identify clear aims for targeted research. Learners could then select an event, initiative/scheme or a facility/club and carry out targeted research for each proposal, setting out clear aims for each one. Learners must consider the role of the proposal, the target group, the type of activity and the timescale. Examples include hosting a swimming competition, hosting Year 6 games, a scheme to increase the number of young people taking part in aerobics or raising participation in a sailing club.
- Increase learners' understanding of the structure of proposal writing, including the need to measure performance and the use of performance indicators. Learners should research different types of performance indicators and the reasons for using them. Learners could select performance indicators for their event, initiative/scheme or facility/club, ensuring these are relevant to their proposal aims. They should consider the timing of the measurements and what the results might mean for their proposal.
- Introduce learners to activities and resources needed to write a proposal for an event, initiative/scheme or club/facility. In pairs, learners should add proposed activities and resources for each proposal they have developed. They should ensure



their proposed activities and resources are realistic, suitable for their proposal and linked to their aims. Learners should consider funding, human and physical resources and the target audience.

- Introduce learners to the way a proposal could have an influence on the wider SD context (at local, national and global levels). Learners should research how a proposal could have an influence in the wider SD context. They can consider events, initiatives/schemes or facilities/clubs at local, national and global levels and how they have been affected by proposals.
- Introduce learners to the way the wider SD context (local, national and global) influences proposal writing. Learners should spend their time preparing notes on and researching how the wider SD context influences proposal writing. Draw together the information learned from the individual activity and allow learners to exchange ideas and information.
- Pre-release material is issued. Learners should spend lessons researching and preparing notes for the assessment task. Remember to apply controlled conditions to the sessions. Learners should each work individually on the pre-release material to prepare their revision notes.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: Anatomy and Physiology
- 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 18: Work Experience in Active Leisure
- Unit 22: Investigating Business in the Sport and Active Leisure Industry.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Hylton K, *Sport Development: Policy, Process and Practice*, Third Edition (Routledge, 2013) ISBN: 9780415675802 – this book examines the roles of the personnel in and around sport development and explains the most effective methods used to develop sport.

Stafford-Brown J and Rea S, *BTEC National Sport: Development, Coaching and Fitness*, Second Edition (Hodder Education, 2010) ISBN: 9781444136722 – this book will help learners to research topics in SD.

Websites

www.livingsport.co.uk – information about funding and writing proposals.

www.olympic.org – London 2012 and Olympic information.

www.sportanddev.org – international platform for sports development.

www.sportengland.org – organisation that helps communities and people by creating sporting opportunities.

www.sportsdevelopment.org.uk – sports development in the UK resources.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.



Unit 20: Leisure Management

Delivery guidance

Approaching the unit

This unit aims to give learners the knowledge and understanding needed to enable them to become an active leisure manager. You should allow learners to explore the differing responsibilities of the leisure manager in relation to human and physical resource management, health and safety and safeguarding. You will need to ensure that learners gain an understanding of the legislation, processes and procedures that shape and guide the management of health and safety and safeguarding in the active leisure environment. You will also need to consider the role that the leisure manager has in maintaining the required standards of health and safety, responding to emergency situations and reporting on health and safety incidents. Active leisure managers also have a vital role in safeguarding children and vulnerable adults in the leisure environment.

Delivering the learning aims

Learning aim A

Learners will need to consider the human and resource management needs and requirements in the active leisure environment. They should be given case studies within the active leisure industry to research. The case studies should contain actual data and information from specific active leisure organisations, e.g. local authority, private sector, dual use sites, adventure pursuits or single sport/multi-sport. Learners may find it useful to look at job descriptions from leisure manager positions to help them identify roles and responsibilities for human and physical resource management. This learning aim lends itself to group-based discussion work and opportunities for peer feedback. Learners should discuss case studies and centre visits, as well as the importance of effective management within leisure centre facilities, with their peers. Centre visits are crucial for learners to be able to observe the requirements for human and physical resource provision and control in active leisure, and to explore how the leadership role and responsibilities are influenced by different resource-related factors.

Learning aim B

This learning aim examines the management of health and safety in the active leisure environment. It looks at the responsibilities of the leisure manager in the management of health and safety in the active leisure environment. You should allow learners the opportunity to observe staff working in leisure centre management and focus on the way they follow relevant legislation, reporting and recording procedures. Learners must be familiar with current practices in the working environment and must understand the importance of following legislation, practices and procedures. Centre visits will enable learners to observe these legislations, policies and procedures and how they impact upon staff and clients in the leisure centre environment.



Learning aim C

This learning aim centres on the requirements for safeguarding children and vulnerable adults in the active leisure environment. You should introduce learners to how the roles, responsibilities and decisions made are influenced by the specific requirements and challenges of the context in which they work, or by external factors. For example, a dual use facility may be accessed by different types of user, possibly children and/or vulnerable adults at the same time, raising specific safeguarding challenges that require organisation procedures to be implemented in response to legislation. Learners will benefit from guest speakers and centre visits to enable them to understand how safeguarding is a major part of the leisure centre manager’s role. It will be useful to give learners opportunities for role-play scenarios, where they can collaboratively work with others. Role play will help them develop their critical thinking and communication skills by providing feedback to their peers about their responses in different safeguarding situations.

Assessment model (in internally assessed units)

Learning aim	Key content areas	Recommended assessment approach
<p>A Understand the management of human and physical resources in active leisure</p>	<p>A1 Human resource management A2 Physical resource management A3 The management and leadership role A4 Factors affecting the management and leadership role</p>	<p>A report that focuses on the active leisure manager’s responsibilities for human and physical resource leadership and management.</p>
<p>B Examine the management of health and safety in the active leisure environment</p>	<p>B1 Leisure managers’ responsibilities for health and safety B2 Responding to emergencies in active leisure B3 Reporting and recording procedures</p>	<p>A report that focuses on the active leisure manager’s responsibilities for health, safety and safeguarding and the response to emergency and non-emergency health and safety and safeguarding situations.</p>
<p>C Examine the requirements for safeguarding children and vulnerable adults in the active leisure environment</p>	<p>C1 Legal safeguarding requirements C2 Managers’ safeguarding responsibilities</p>	<p>A report evaluating the overall importance of management on the effectiveness of resources, health and safety and safeguarding in an active leisure environment.</p>



Assessment guidance

The first assessment for this unit is a report that focuses on the active leisure manager's responsibilities for human and physical resource leadership and management. The assessment could include a brief report on case studies containing actual data and information from specific active leisure organisations. The report should focus on the way the leisure managers fulfil their requirements to manage human and physical resources. The second assessment is a report that focuses on the active leisure manager's responsibilities for health, safety and safeguarding and the response to emergency and non-emergency health and safety and safeguarding situations. The final report must evaluate the overall importance of management on the effectiveness of resources, health and safety and safeguarding in an active leisure environment.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 20: Leisure Management

Introduction

The introduction to this unit could build on that provided in *Unit 3: Professional Development in the Sports Industry*. You could lead a group discussion about the different careers available in the leisure industry and the personal skills required for the various roles. You may also help learners to reflect on some of the topics learned through the successful completion of Unit 3. This would help to give more of a connected learning experience.

Learning aim A: Understand the management of human and physical resources in active leisure

- Using discussion activities, encourage learners to explore the role of human and physical resource management in active leisure. Learners should discuss job effectiveness, employment legislation, performance management and resource planning and management using case studies from active leisure centres.
- It would be useful for learners to participate in a centre visit to be able to observe management and leadership roles. Learners need to be aware of the importance of leadership and the responsibilities of a team leader. Learners should be taught the theories of leadership and should be allowed to investigate different styles of leadership.
- Learners should be given the opportunity to explore factors affecting the management and leadership role. It would be beneficial for learners to take part in role-play scenarios where they have to demonstrate how to respond to the emotions and behaviours of team members and how they should communicate in an active leisure team.
- Learners could take part in activities, such as small sided team games, to enable them to experience using different communication methods in a team. They should consider the effects different ways of communicating have on motivation of the individual and the team.

Learning aim B: Examine the management of health and safety in the active leisure environment



- Introduce learners to the leisure manager's responsibilities for health and safety. This could be done through a class discussion, a guest speaker (such as a leisure centre manager) or a centre visit.
- In pairs, learners could investigate legislation relevant to working in leisure centres, including: Health and Safety at Work etc. Act (HSWA) (1974), Management of Health and Safety at Work (MHSW) Regulations (1999), Control of Substances Hazardous to Health (COSHH) Regulations (2002), safe use, handling, storage and disposal of substances and Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) (2013). Learners could use the information they find about these legislations to carry out a presentation to the group. The presentation should include information about how leisure centre staff and management meet the obligations of the health and safety legislation, report on injuries, diseases and dangerous occurrences and the sanctions that may be applied for non-compliance with regulations.
- Learners could use their centre's sport and leisure facilities to carry out a risk assessment to identify how the different areas are kept safe for staff and those using the facilities.
- Centre visits will enable learners to investigate the legal processes, documents and notices used by health and safety staff. Visits will also enable learners to observe how staff are taught to respond to emergencies in the active leisure environment. Learners should be able to access different areas of the facility to gain an understanding of the types of possible emergencies, risks and hazards that can occur.
- Learners should be taught about the procedures followed by staff to ensure health and safety in an active leisure environment. They should also be introduced to the responsibilities of the manager for planning and responding to emergencies, including reporting and recording procedures in line with the RIDDOR (2013) legislation. Case studies will be beneficial for learners to be able to make connections between procedures in other centres/environments.

Learning aim C: Examine the requirements for safeguarding children and vulnerable adults in the active leisure environment

- For this learning aim, learners must be taught the requirements for safeguarding children and vulnerable adults in the active leisure environment. It will be beneficial for learners to look through examples of the different legislation which are relevant for safeguarding, and to explore the legal requirements covering safeguarding and protecting children and young people as they apply to active leisure organisations.
- Centre visits and case studies will enable learners to observe the manager's safeguarding responsibilities in the active leisure environment. Learners must be aware of safeguarding procedures. Centre visits or a guest speaker would be useful for developing an understanding of the active leisure manager's safeguarding responsibilities for staff, for producing safeguarding policies and procedures, and for responding to safeguarding concerns.
- A significant amount of this learning aim will involve learners independently producing notes on safeguarding policies, procedures and legislation in the active leisure industry.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 3: Professional Development in the Sports Industry
- Unit 18: Work Experience in Active Leisure
- Unit 21: Leisure Centre Operations
- Unit 22: Investigating Business in the Sport and Active Leisure Industry.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Auld C, Cuskelly G and Hoyer R, *Working with Volunteers in Sport: Theory and Practice* (Routledge, 2006) ISBN 9780415384537

Examines the role of volunteers in sport and links theory to research.

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

A great practical tool for preparing your CV for the application and interview process.

Corfield R, *Preparing the Perfect Job Application*, Fourth Edition (Kogan Page, 2007) ISBN 9780749450229

A great practical tool for preparing for the interview process.

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

Useful guide to portraying professionalism and confidence in the interview process.

Dixon B, *Careers Uncovered: Sport and Fitness*, Second Edition (Trotman, 2007) ISBN 9781844551217

A great guide full of useful advice and case studies from those in the industry.

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

Offers insight in to a range of different careers along with continuing in to higher education and the qualifications you might need.

Dooley D, Dransfield R, Guy P and Richards C, *BTEC National Business, Tutor Resource File* (Heinemann, 2007) ISBN 9780435454494

A good resource for underpinning the key business skills needed to be successful in this industry.

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

A useful introduction to the range of careers and jobs learners might go on to pursue.

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

Covers the full range of careers available to all levels and types of sports enthusiasts. A great starter resource on careers.



Nutall CJ, *Edexcel GCSE Business Studies* (Cambridge University Press, 2001) ISBN 9780521003643

A comprehensive coverage of all required business skills. A very useful guide for learners.

Journals

Health Club Management (The Leisure Media Company) – keep up to date with the health and fitness market

Leisure Management (The Leisure Media Company) – covers the latest news, profiles, interviews and product information plus developments, mergers and acquisitions.

Leisure Opportunities (The Leisure Media Company) - fortnightly leisure recruitment, training and news.

Leisure Week (The Leisure Media Company) – weekly updates, news and new trends.

Websites

www.hse.gov.uk – Health and Safety Executive where information about maintaining health and safety at work can be found.

www.nspcc.org.uk – National Society for Prevention of Cruelty to Children (NSPCC) for information on safeguarding issues and policies.

www.gov.uk – GOV.UK for more on safeguarding children and young people.

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Unit 21: Leisure Centre Operations

Delivery guidance

Approaching the unit

This unit aims to give learners the knowledge and understanding required to work in a leisure or sports facility. Learners should be given the opportunity to explore the roles and responsibilities of different personnel in a leisure centre facility and the skills that they need. Learners will need to examine how legislation impacts on the way leisure centre facilities are managed to ensure the safety of customers and employees. It is important that learners understand the requirements and expectations of working in leisure centre facilities and develop skills through practical application by planning provision and service improvements for customers.

Delivering the learning aims

Learning aim A

Learners will need to develop an understanding of the responsibilities and personal skills of leisure centre facility staff members. They should be given examples of roles within the active leisure industry and should consider the key responsibilities and requirements of each role. Learners should be encouraged to look at job adverts and role requirements/specifications within the active leisure industry. Job websites within the sector are a good place to look to explore the range of roles available. This learning aim lends itself to group-based discussion work with opportunities for peer feedback. Learners should discuss case studies and centre visits, as well as the importance of staffing structures and the personal skills required for different roles in leisure centre facilities. Centre visits are crucial for learners to be able to observe the key responsibilities and personal skills of leisure centre facility staff members.

Learning aim B

This learning aim centres on the impact of key legislation and risk management strategies on the daily operations of a leisure centre facility. You should enable learners to have the opportunity to observe staff working in leisure centre management. It would be useful for leisure centre staff to discuss how they follow relevant legislation, how they report and record procedures and how they manage risk. Learners must be familiar with current practices in the working environment and understand the importance of following legislation, practices and procedures. Centre visits will enable learners to observe these legislations, policies and procedures and how they impact upon staff and clients in the leisure centre environment.

Learning aim C

This learning aim centres on the provision offered for different client groups targeted by different leisure centre facilities. You should introduce learners to the way centres target groups by programming different activities/classes/sessions to meet the specific needs of different target audiences. Learners will benefit from guest speakers and centre visits to help them to understand how programming can serve specific groups or populations relevant to the centre. Centre visits will enable learners to investigate the different types of programmes and services offered and how these meet the demands of the clients. Learners will also need to develop an understanding of factors that influence leisure centre provision. They will need to think about funding, space, fitness trends, local authority or national policies and the locality in which the centre exists.

Learning aim D



This learning aim gives learners the opportunity to develop a plan to improve the provision offered by a leisure centre of their choice for a specific target client group. For this learning aim, learners will benefit from the opportunity to explore the resources required to achieve improvements to provision. They should think about operational and financial considerations when making provision improvements. Centre visits are particularly valuable for this learning aim as are guest speakers from leisure centres and local community leaders. Learners need to be able to implement strategies for changes to provision and to do so they need to have investigated the need for provision in their local area.

Assessment model (in internally assessed units)

Learning aim	Key content areas	Recommended assessment approach
A Investigate the key responsibilities and personal skills of leisure centre facility staff members	A1 Typical staffing structures for different leisure centre facilities A2 The responsibilities and requirements of key job roles in leisure centre facilities A3 The different types of employment contracts across different job roles in leisure centre facilities A4 The skills required for different roles in leisure centre facilities	A written report that considers the effectiveness of organisational staffing structures used by two different leisure facilities.
B Examine the impact of key legislation and risk management strategies on the daily operations of a leisure centre facility	B1 Key health and safety legislation implementation in different leisure centre facilities B2 Risk management strategies in a leisure centre environment	A comprehensive report for management that includes a range of materials informing staff and clients of key legislation that they should be aware of and how effectively the legislation has been implemented in the risk management strategies.
C Examine the provision offered for different client groups targeted by different leisure centre facilities	C1 The range of provision in different leisure centre facilities C2 The factors that influence leisure centre provision C3 Leisure centre facility strategy for planning and improving provision to meet client needs	The plan, including diagrammatic evidence and referencing. A written report which considers the effectiveness of the provision offered by different leisure facilities for a targeted group.
D Develop a plan to improve the provision offered for a target client group	D1 The resources required to achieve improvements to provision	



	<p>D2 Operational and financial considerations for changes to provision</p> <p>D3 Implementation strategies for changes to provision</p>	
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Assessment guidance

The first assessment for this unit is a written report that considers the effectiveness of organisational staffing structures used by two different leisure facilities. The second assessment is a comprehensive report for management that includes a range of materials informing staff and clients of key legislation that they should be aware of and how effectively the legislation has been implemented in the risk management strategies. The assessment could include research and answers on case studies containing actual data and information from specific active leisure organisations. The third assessment for this unit requires learners to produce a plan, including diagrammatic evidence and referencing. Learners should submit a written report with their plans which considers the effectiveness of the provision offered by different leisure facilities for a targeted group.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 21: Leisure Centre Operations

Introduction

The introduction to this unit could build on that provided in *Unit 3: Professional Development in the Sports Industry* and *Unit 20: Leisure Management*. This could include discussing the different careers available in the leisure industry and the personal skills required for different roles. You may also help learners to reflect on some of the topics learned through the successful completion of Unit 3 and Unit 20. This would help to give more of a connected learning experience.

Learning aim A: Investigate the key responsibilities and personal skills of leisure centre facility staff members

- Learners should be given the opportunity to investigate typical staffing structures for different leisure centre facilities. It would be useful for learners to take part in centre visits to observe different types of leisure centres. They should consider what each centre specialises in, the staffing requirements of each facility, the roles and responsibilities of staff and personnel, and the types of employment contract offered by each centre.
- Learners could carry out internet searches for different roles within a leisure centre to identify the qualifications required by staff and personnel and how these are obtained. Learners should also investigate the different types of employment contracts across different job roles in leisure centre facilities, e.g. the benefits of a full-time role compared to hourly paid work.
- Work experience in a leisure centre would enable learners to gain first-hand experience of the responsibilities and requirements of key job roles in leisure centre facilities (e.g. manager, lifeguard, receptionist). Where work experience is not possible, centre visits will enable learners to investigate responsibilities and requirements of key job roles. Learners should consider their own personal and physical skills and attributes, and compare these to those required for different key leisure centre roles. Learners should consider essential skills for managing



customers and how those differ from or may be similar to those needed for managing staff.

Learning aim B: Examine the impact of key legislation and risk management strategies on the daily operations of a leisure centre facility

- Introduce learners to the impact of key legislation and risk management strategies on the daily operations of a leisure centre facility. This could be done through a class discussion, a guest speaker (such as a leisure centre manager) or a centre visit. Learners need to be aware of the key legislation relating to health and safety, interpreted in the context of a leisure centre facility.
- Learners must be taught about hazard identification and management and the impact of key legislation on leisure centre facilities. They must also develop an understanding of typical processes and procedures adopted by leisure centre facilities for the implementation of health and safety legislation. This learning aim is suited to centre visits and to guest speakers from leisure centres.
- Centre visits will enable learners to investigate risk management strategies. They should consider how leisure centres implement a structured and coherent approach to identifying, assessing and managing risk. Learners need to be aware of the importance of risk assessment, accountability, training, awareness for customers, staff and stakeholders. Learners should be able to access different centres/facilities to gain an understanding of the types of possible emergencies, risks and hazards that can occur.

Learning aim C: Examine the provision offered for different client groups targeted by different leisure centre facilities

- For this learning aim, learners need to consider the provision offered to different client groups. Learners will benefit from community involvement to allow them to investigate the specific client types in their local area and the provisions available to them.
- Learners should be given the opportunity to visit different types of leisure centres in their local area. Learners need to be able to investigate the different programmes available and to explore how these aim to fulfil a demand or serve specific groups or populations relevant to the centre. Learners should also consider the services offered by different centres and how these benefit clients or how they could be more appropriate.
- Learners need to be taught the factors that influence leisure centre provision. This could be done through class discussion and investigating provision in the local area. Learners should be encouraged to look at national participation rates for different activities and compare these to their local area. Learners can research trends and their influence on provision in public and private sector facilities. This information could be presented to the group to enable learners to develop their communication skills and confidence.
- Learners could use information gathered from a leisure centre visit to complete a leisure centre facility strategy for planning and improving provision to meet client needs. Learners could take on the role of the centre manager and look at how they would timetable programmes that appeal to different client groups, to meet demand and serve specific groups or populations relevant to the centre. Learners would need to include information explaining how they would ensure the correct physical resources and staffing provision was in place to allow their programmes to be successful.

Learning aim D: Develop a plan to improve the provision offered for a target client group



- For this learning aim, learners need to be able to consider the effectiveness of the provision offered by different leisure facilities for a targeted client group.
- Learners need practise at identifying the resources required to achieve improvements to provision. This could be done through case studies of different types of leisure centres or by visiting centres in the public and private sectors.
- Learners could work in small groups with a case study or use information gained from a centre visit to identify gaps in provision for a specific client group. They could then propose improvements to provision, identify marketing communications and the physical and human resources required to fulfil their provision.
- Learners need to be taught about the operational and financial considerations for changes to provision. They should be given examples of capital costs or start-up costs for a proposal, operating costs of the proposal and how to set prices and finance. Examples of businesses operating costs and capital costs can be found online.
- Learners need to be taught about implementation strategies for changes to provision. Case studies will be valuable for learners to investigate how centres plan for the implementation of a new provision.
- Guest speakers can talk to learners about their role in implementing a new provision and how planning is prepared so that the proposal for the provision has agreed aims, milestones, review dates and key performance indicators (KPIs), enabling learners to understand the importance of these factors in successful provision implementation.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 3: Professional Development in the Sports Industry
- Unit 18: Work Experience in Active Leisure
- Unit 20: Leisure Management
- Unit 22: Investigating Business in the Sport and Active Leisure Industry.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Auld C, Cuskelly G and Hoye R, *Working with Volunteers in Sport: Theory and Practice* (Routledge, 2006) ISBN 9780415384537

Examines the role of volunteers in sport and links theory to research.

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

A great practical tool for preparing your CV for the application and interview process.

Corfield R, *Preparing the Perfect Job Application*, Fourth Edition (Kogan Page, 2007) ISBN 9780749450229

A great practical tool for preparing for the interview process.

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

Useful guide to portraying professionalism and confidence in the interview process.

Dixon B, *Careers Uncovered: Sport and Fitness*, Second Edition (Trotman, 2007) ISBN 9781844551217

A great guide full of useful advice and case studies from those in the industry.

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

Offers insight in to a range of different careers along with continuing in to higher education and the qualifications you might need.

Dooley D, Dransfield R, Guy P and Richards C, *BTEC National Business, Tutor Resource File* (Heinemann, 2007) ISBN 9780435454494

A good resource for underpinning the key business skills needed to be successful in this industry.

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

A useful introduction to the range of careers and jobs learners might go on to pursue.

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

Covers the full range of careers available to all levels and types of sports enthusiasts. A great starter resource on careers.

Nuttall CJ, *Edexcel GCSE Business Studies* (Cambridge University Press, 2001) ISBN 9780521003643

A comprehensive coverage of all required business skills. A very useful guide for learners.



Journals

Health Club Management (The Leisure Media Company) – keep up to date with the health and fitness market

Leisure Management (The Leisure Media Company) – covers the latest news, profiles, interviews and product information plus developments, mergers and acquisitions.

Leisure Opportunities (The Leisure Media Company) - fortnightly leisure recruitment, training and news.

Leisure Week (The Leisure Media Company) – weekly updates, news and new trends.

Websites

www.hse.gov.uk – Health and Safety Executive where information about maintaining health and safety at work can be found.

www.nspcc.org.uk – National Society for Prevention of Cruelty to Children (NSPCC) for information on safeguarding issues and policies.

www.gov.uk – GOV.UK for more on safeguarding children and young people.

www.davidlloyd.co.uk - David Lloyd Leisure Centre, for examples of a leisure company's financial reports.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them.



Unit 22: Investigating Business in the Sport and Active Leisure Industry

Delivery guidance

Approaching the unit

This unit gives learners the opportunity to investigate how business operates in the sport and active leisure industry and how it responds to trends and other influences to meet the needs of clients and benefit the business. This unit looks at the skills needed to work in business, how sports businesses are organised and what makes a successful business.

You could deliver this unit using a mix of theory (to introduce learners to the topics listed in the unit content), visits and guest speakers (to enable learners to apply the theoretical concepts they have learned).

You should encourage learners to explore the sports industry by looking at industry trends, changes and other developments, such as technology, to explore how they can affect the performance, and ultimately the success, of businesses. Learners should be directed to make recommendations on how a business should adapt and develop to take full advantage of market opportunities, while at the same time looking at the ways of reducing the potential effects of threats and risks. A wide range of business areas can be covered, including professional sport, private, public and voluntary sports clubs, arenas, stadiums, community and active leisure programmes, the sporting goods industry, media, print or broadcasting.

Delivering the topics

Topic A

This topic requires formal teaching of the features and organisation of sport and active leisure businesses. Learners need to know about types and scope of sport and active leisure businesses (topic A1) and how they will want to increase participation, raise awareness and meet current trends (topic A2). Group discussion will enable learners to think about the aims and objectives of sport and active leisure businesses in different sectors and how they can use SMART targets to meet them.

Topic A3 covers the provision of sports facilities, programmes and services within different sport and active leisure businesses. It looks at how different businesses decide which services to offer. Learners could research the provision of sports facilities, programmes and services in their area. This information could then be presented to the group as a PowerPoint presentation. Encourage learners to ask each other questions and to use the notes from presentations to create revision materials. Learners could consider why the businesses in their area have chosen to offer the services they do and could think about whether there are any additional services that could be offered to boost profits and increase customer participation.

Topics A4 and A5 look at customer groups that use sport and active leisure businesses and consider how businesses should programme themselves to meet the needs of their customers. This unit could be covered via a number of methods including formal lectures, independent research and use of guest



speakers. Using group and paired work for research tasks will allow learners to explore sports and activities that are of particular interest to them.

Topic A6 covers current and relevant legal and legislative requirements for sport and active leisure businesses. It includes safeguarding, employment, equality and diversity, data protection, health and safety and their importance in the sport and active leisure industry. Learners could do paired research into legislative requirements. This information could then be presented to the group as a PowerPoint presentation. Encourage learners to ask each other questions and to use the notes from presentations to create revision materials.

Topic B

Learners need to know about the business models used in the sport and active leisure industry, namely, SWOT and PESTLE. The aim of this topic is to develop learners' understanding of the use of business models and how they inform decision making in sport and active leisure businesses. Learners should be given opportunities to use SWOT and PESTLE to analyse cases studies and potential business opportunities.

Topic C

You need to introduce learners to the variety of job roles available in the sport and active leisure industry. You also need to introduce learners to the role of human resource management and physical resource management in the industry. Learners need to be able to use sports industry examples to illustrate their understanding of this topic.

To deliver this topic, you could use a number of methods including formal lectures, independent research and group presentations. Allow learners to share the results from their research at regular intervals to promote discussion and to allow them to ask questions and review each other's work. Group discussion will enable learners to think about job roles and responsibilities in the sport and active leisure industry (topic C1), how person specifications and job descriptions determine the level of decision making, skills required and accountability (topic C2), the roles and responsibilities of human resources (topic C3) and the importance of physical resource management in the industry (topic C4).

Topic D

Topic D covers marketing and customer needs within the sport and active leisure industry. You need to give learners plenty of research experience. Learners need to be able to carry out market research and become confident using the 7Ps (topic D1).

To deliver this topic, you could use independent research and group presentations. Group discussion will also enable learners to explore the processes that sport and active leisure businesses use to market their products and to meet the needs and expectations of their customers.

Topic E

Topic E covers finance in the sport and active leisure industry. Learners are expected to be able to review financial statements, including budgeted figures, to ascertain whether businesses are developing, improving and making a profit, or if they are suffering a decline. Learners need to understand the content and purpose of cash flow, the difference between fixed and variable costs, and the difference between capital and operational costs.

Topic E2 covers the importance of keeping financial records. It could be taught via a number of methods including formal lectures and independent research.



Research sessions will enable learners to explore businesses financial content and purpose of record keeping.

Topic F

You need to introduce learners to trends and opportunities in the sport and active leisure industry and their associated benefits and risks. Learners should be given the opportunity to explore the idea of developing products/services to take advantage of trends in the sport and active leisure industry.

Topic F2 could be covered via a number of methods including formal lectures, independent research and visits. Research sessions will enable learners to develop key study and employability skills. Session times can be flexible and can be added when there is an opportunity for learners to carry out independent research.

Assessment guidance

It is important that revision opportunities are put into clear vocational contexts and that scenarios are drawn from sport and active leisure businesses. Learners should be able to carry out targeted research in order to collect relevant information for the assessment task.

This unit is externally assessed. Learners must work independently throughout the assessment process to produce an assessment task. They must not share any information or their work with other learners. Learners may make notes up to 4 sides of A4 paper, word processed or hand-written which they can take into Part B. The guided completion time for Part A research is six hours. The notes that learners make should be checked before they start Part B of the assessment. You may give guidance to learners on when to complete the tasks and what needs to be submitted, but you cannot give learners any feedback during the task.

Part B materials for the set task will be issued at the start of the period permitted for controlled assessment. Part B will be completed in a booklet that contains material for the completion of the set task under controlled conditions. The completion time for Part B is three hours. Learners should complete this part under supervision and their work should be kept securely. Learners should not share their work with other learners and you cannot give them guidance on completing the task. Learners' work will be submitted to Pearson at the end of the assessment period.

Learners must ensure that they read the task information and instructions carefully. They should plan their time accordingly and for Part A should be prepared to submit all the required evidence by the date specified.

To support a successful outcome, it will be beneficial for the learners to practise preparing for the assessment so that they are familiar with the assessment controls and what they are expected to produce. You should also ensure that the learners are familiar with the key terms typically used in assessment for this unit.



Getting started

This provides you with a starting place for one way of delivering the unit. Activities are provided in preparation for the external assessment.

Unit 22: Investigating Business in the Sport and Active Leisure Industry

Introduction

Start by explaining that this unit gives learners the knowledge and understanding of how business operates in the sport and active leisure industry and how it responds to trends and other influences to meet the needs of clients and gain benefit.

Topic A – Features of sport and active leisure businesses (business operations)

- Outline the nature of the topic and introduce the learners to the features of sport and active leisure (SAL) businesses (business operations).
- A good starter activity is a tutor-led discussion to engage learners, pulling out key points (with questioning where necessary) about the types and scope of sport and active leisure businesses.
- Ask learners to work in pairs to research the types of SAL businesses. Learners should explore the types of SAL businesses, including the private, public and voluntary sectors. Draw information learners have worked on in their paired research into a whole group discussion.
- You could invite a guest speaker into the centre. This should be someone who works in the SAL industry and has experience of working in different SAL businesses. The guest speaker should talk about the pros and cons of business scope and size and the different types of business that tend to work as large or small, local or international businesses. Use a whole class discussion to pull together findings from the guest speaker about the size and scope of businesses.
- Ask learners to mind map aims and objectives of SAL businesses in different sectors, focussing on the private, public and voluntary sectors. Complete the activity with a class discussion. What are the differences between different sectors? Are there any aims and objectives that cross all sectors?
- Inform learners of the purpose of provision of services offered by SAL businesses. Put learners in pairs, and allocate each a programme or service. Programmes or services should include health and fitness, educational/school programmes, sports programmes, gym programmes, swimming pool programmes, programmes to enable demand and programmes to serve specific groups, instruction services, therapeutic services or customer service. Learners should consider who the programme or service is aimed at, and how will it benefit the customer and the business. The pairs should produce a PowerPoint presentation that they can deliver to the group in the next lesson.
- Discuss with learners why SAL businesses might offer additional facilities, e.g., refreshments, car parking, changing areas, lockers, crèche. Ask learners to work in groups of 4–5. Each group should discuss and identify additional facilities at SAL facilities in their local area. Learners should consider the private, public and voluntary sectors. Each group should record this information as an annotated poster or spider diagram. Finish the activity with a whole class discussion about the different additional facilities learners have identified, their role and the



potential benefits to an SAL business.

- In small groups, ask learners to extend their poster/spider diagram to include additional facilities that are not featured in their local area. Learners should explore why these facilities would be useful to the customers and how and whether they would prove to be beneficial to the business.
- You could arrange a visit to an SAL business, e.g., a local sports centre, gym, swimming pool or sports club. Arrange for a manager or senior member of staff to answer questions about how the centre targets customer groups through demographic and purpose.
- Introduce learners to how customer groups in SAL businesses are targeted through their demographic and purpose. In pairs, ask learners to produce a poster that highlights examples of how customer groups in sport and active leisure businesses are targeted through their demographic and purpose. Learners should consider demographics including age, gender, ethnic minority, disability and socio-economic groups. Learners should include purposes such as activity or sport, recreation, weight loss, personal image, health maintenance, training for performance, charitable. The poster should include examples from an SAL business in their local area.
- Introduce learners to stakeholders (internal and external) in SAL businesses. Use formal delivery to explain the effect of internal stakeholder decisions on business plans, aims and objectives. Include the following stakeholders: managers, employees, owners, shareholders.
- You could use formal delivery to explain the effect of external stakeholder decisions on business plans, aims and objectives. Include the following external stakeholders: suppliers, competitors, creditors, customers, government agencies and departments, communities, interest groups, trade associations [Federation of Sports and Play Associations (FSPA)] and fundraisers.
- Introduce learners to legislation and how they are used in SAL businesses. In pairs, learners should be allocated one legislation and research what it is, how it has to be implemented, its impact on SAL and the consequences of non-compliance within an SAL business. Learners should produce a PPT presentation or a set of notes, which they can share with the group in the following lesson.

Topic B – Business models in sport and active leisure

- Introduce learners to the business models SWOT and PESTLE and their role in business analysis.
- You could invite a guest speaker into the centre. This should be someone who works in the SAL industry and has experience of working in different SAL businesses. The guest speaker should talk about the use of business models, SWOT and PESTLE. Complete the activity by leading a class discussion about the findings from the guest speaker.
- You could use formal delivery to explain SWOT and PESTLE and how they are used in a SAL business.
- In pairs, learners should carry out a SWOT analysis on a chosen SAL business. Learners must consider the businesses' strengths, weaknesses, opportunities and threats (including competitor threats). In pairs, learners should then carry out a PESTLE analysis on their chosen SAL business. Learners must consider political, economic, social, technological, legal and environmental aspects.
- Ensure the learners understand the benefits of SWOT and PESTLE and their differences when analysing businesses. Engage the learners in a discussion about the analysis they worked on in pairs, pulling out key points about the importance of SWOT and PESTLE analysis.



Topic C – Human resources

- Introduce learners to the many job roles and type of employment available in the sport and leisure industry. Explore person specifications and job descriptions and how these determine the level of decision making, skills required and accountability of employees. It will be useful to show learners examples of job adverts that contain job roles and person specifications.
- Ask learners to research different job roles and person specifications for different roles within SAL businesses, including executive/owner/manager, supervisor, qualified sports leaders, instructor, coach, support staff (administration, security, cleaning staff, IT staff), trainee, volunteer. After learners have found a range of job roles and person specifications, ask them to identify which skills they have and which jobs roles they would be suited to.
- Inform learners of the different types of employment in SAL businesses. Ask learners to work in pairs, identify the different types of employment in SAL businesses and the benefits and risks of each type for the employee and the employer. Types of employment should include part-time, full-time, seasonal roles, consultant, volunteers and franchisees.
- Invite a guest speaker into the centre. This should be someone who works within human resources in the SAL industry. The guest speaker should talk about the role and responsibilities of human resource management, including timetabling, staff salaries and conditions of employment. Follow the visit up with a class discussion to ensure learners have understood the roles and responsibilities of human resources.
- Introduce learners to physical resource management in SAL businesses. In pairs, ask learners to research examples of the physical resources that need managing in an SAL business: supplies and materials, contracting, changes in staffing needs, events and foreseen risk control. Complete the activity by discussing physical resource management in SAL businesses and the findings from the paired research.
- You could arrange to visit a SAL business and arrange for a physical resource manager to answer questions about how facility and physical resource management is run. The visit should include opportunities to discuss resource maintenance (emergency cover, health and safety, assets, leasing options, maintenance and refurbishment and budgetary restraints) and the importance of resource management (maximising skills, productivity, capacity and reducing risk, costs and wastage).

Topic D – Marketing

- Introduce learners to marketing and the concept of the 7 Ps. Speak about the first 3 Ps (Product, Price and Promotion). Ask learners to identify examples of Product, Price and Promotion strategies they have seen in SAL businesses.
- Use formal delivery to explain the remaining 4 Ps (Place, People, Process and Physical environment). Complete the activity with a class discussion about the 7 Ps.
- Ask learners to research a SAL business and investigate how the business uses the 7 Ps and if there are any opportunities for them to further develop their business using the 7 Ps.
- You could arrange to visit a SAL business. It could be arranged for learners to observe customer service and maybe even shadow some of the members of staff to see how they meet customer needs. Learners should investigate how the business delivers customer service and meets customer expectations including



customer promotions.

- Discuss with learners the importance of meeting the needs of customers in a SAL business.
- In pairs, learners should develop role-play scenarios to explore different situations where customer service is important. The class can then take it in turns to act out the scenarios. The role playing should cover the following aspects of customer service: taking the initiative in communicating with customers, responding to complaints and recognising if customers have special requirements. The scenarios must allow learners to demonstrate the use of different types of communication – verbal, non-verbal and listening.
- You could complete the activity with a class discussion about the importance of meeting customer needs.

Topic E – Finance in sport and active leisure industry

- Introduce learners to finance and its role in SAL businesses. You could use formal delivery to explain financing businesses in SAL. It is expected that learners will be able to review financial statements, including budgeted figures, to ascertain whether businesses are developing, improving and making a profit, or if they are suffering a decline. It will be beneficial to have a range of financial statements from different SAL businesses that learners can examine.
- Use formal delivery to explain the importance of cash flow, fixed and variable costs of a business, capital costs, operational costs and equipment costs. Use a class discussion to check learning about the role of finance in an SAL business.
- Ask learners to research business finance plans. Learners should investigate what is needed to input a financial plan, projected costs, equipment costs, employee wages etc. Learners should produce a financial plan template and then complete this for an SAL business of their choice. For example, the learner could choose to be a self-employed gym instructor. They would need to consider cash flow, fixed and variable costs, capital costs, operational costs and equipment costs. These figures can be estimated by looking at financial plans found online.
- Invite a guest speaker into the centre. This should be someone who works within the finance department of an SAL business or could be someone who is a sole trader and completes their own financial records. The guest speaker should discuss the importance of keeping accurate financial records, including the legal requirements to do so. They should discuss how they record sales, how tax payments are calculated and made, how they keep purchasing and ordering records and how they organise wages for employees.

Topic F – Trends in the sport and active leisure industry

- Introduce learners to trends in SAL and the potential business opportunities different trends provide. Ask learners to work in pairs. Each pair should investigate trends and potential business opportunities that interest them in SAL. These can include new technologies, influence of the media (including social media), changes in national participation rates for different activities and changes in participation and spectator numbers. The pairs should produce a PowerPoint presentation that they can deliver to the group in the next lesson.
- You could arrange to visit a local SAL business. This could be a sports centre, gym or swimming pool. Arrange for a manager to answer questions about how the business develops products and services to take advantage of trends in SAL. The guest speaker should also include discussion about the benefits and risks of new business ventures.
- Discuss with learners how businesses can take advantage of trends by developing



products and services.

- Ask learners to research the benefits and risks to a business of developing products and services. Learners should examine and find examples of possible improvements and diversification of products and services within their chosen business. They should consider customer experiences, business growth (development of new target markets, offering USPs, improved reputation) and consequences of not meeting customer needs. Learners should also think about the importance of anticipating competitor activities and the importance of achieving a return on investment. Learners should reflect on the information learned from the SAL centre/business visit in the previous lesson.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

- Unit 1: Anatomy and Physiology
- Unit 3: Professional Development in the Sports Industry
- Unit 4: Sports Leadership
- Unit 10: Sports Event Organisation
- Unit 11: Research Project in Sport
- Unit 12: Self-employment in the Sports Industry
- Unit 18: Work Experience in Active Leisure

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Stafford-Brown J and Rea S, *BTEC National Sport: Development, Coaching and Fitness* (Second Revised Edition), Hodder Education, 2010 ISBN 1444136720

Videos

This YouTube video shows the facilities available in a local leisure centre (<https://www.youtube.com/watch?v=T5sQUD0dV20>)

This YouTube video shows the facilities available in a local leisure centre (<https://www.youtube.com/watch?v=Vr6IC2MyyVQ>)

The video shows a range of different clients taking part in sports activities (<https://www.youtube.com/watch?v=2ceyppR1Kug>)

Websites

<http://active.leeds.gov.uk/Pages/Activity-Details.aspx?Category=Fitness+Class> – The website shows an example of a leisure centres activity timetable.

<http://articles.bplans.com/how-to-perform-swot-analysis/> – The link may be useful when explaining the use of SWOT analysis.

<http://www.essay.uk.com/free-essays/business/pestle-analysis.php> – The link may be useful when explaining the use of PESTLE analysis.

<http://www.inc.com/guides/business-plan-financial-section.html> – This link has



information about business finance plans.

<http://www.legislation.gov.uk/> – The website can be used to search for different legislation.

www.nuffieldhealth.com/about-us/reports/annual-2015/reports – This link may be useful as an example of a financial report from a SAL business.

<https://www.nuffieldhealth.com/gyms/services> – The website shows an example of a fitness club facilities and services.

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Unit 23: Skill Acquisition in Sport

Delivery guidance

Approaching the unit

This unit gives an overview of the factors that contribute to a skilled performance in sport and examines how sports performers learn and develop their skills.

The unit gives learners the knowledge and skills required to develop an understanding of skilled performance and how an individual's abilities contribute to the development of their skills. Learners will examine how sports performers are able to take information from their environment, for example, their position, the positions of their opponents or the speed and trajectory of a ball, and then process this information so that they can produce a response in the form of a skilled movement. Learners explore the key theories of how individuals learn skills and how new skills can be presented, using different strategies to facilitate their learning.

You could deliver this unit using a mixture of theory (to introduce learners to the topics listed in the unit content), practical lessons (where learners can practise a skill in order to gain an understanding of different teaching and learning styles), visits and guest speakers (to enable learners to apply the theoretical concepts they have learned).

Delivering the learning aims

Learning aim A

This aim investigates the nature of skilled performance. Group discussion will enable learners to reflect on the nature of skilled performance and how skilled performance is produced by sports performers.

This learning aim could be covered using a number of methods, including independent research, visits and use of guest speakers. Tutor-led delivery may be used to further support theoretical understanding of skill characteristics and classifications. Group work should be encouraged. Asking learners to do mini presentations encourages peer learning and enables you to check their understanding of the topic.

Learning aim B

This learning aim examines ways that sport performers process information for skilled performance. This learning aim requires formal teaching of the ways that sport performers process information in order to develop a skilled performance. It looks at information processing models and their relevance to teaching and learning. You could use independent research, group presentations and guest speakers to enable learners to understand perception (topic B2), the importance of decision making and reaction time (topic B3) and the different types of feedback used by sports performers (topic B4). Again group work should be encouraged. Asking the learners to do mini presentations encourages peer learning and enables you to check their understanding of a topic.



Learning aim C

This learning aim explores theories of teaching and learning in sport. For this learning aim, you could use a number of methods, including independent research, group presentations, visits and practical sessions.

Learners would benefit from a formal delivery of behaviourist theories (topic C1), cognitive theories (topic C2) and the phases of skill learning (topic C3).

Learners must be engaged in practical activities during the delivery of this learning aim. They need to experience the theories of teaching and learning during practical sessions.

Learning aim D

This learning aim looks at the theory behind the teaching and learning of skills. This learning aim requires formal delivery of the range of styles of teaching and methods of guidance used when delivering skills. You could use independent research, group presentations and guest speakers to enable learners to understand different methods of teaching and different learning styles.

Learners must be engaged in practical activities during the delivery of this learning aim. They need to be able to carry out different teaching strategies and to understand different learning styles when it comes to teaching skills in sport.



Assessment model (in internally assessed units)

Learning aim	Key content areas	Recommended assessment approach
A Investigate the nature of skilled performance	A1 Learning and performance A2 Characteristics and classification of skills A3 Characteristics and classification of abilities	A portfolio of resources, including video recordings and images showing how skilled performance is produced by sports performers
B Examine ways that sport performers process information for skilled performance	B1 Information processing models B2 Perception B3 Decision making and reaction time B4 Types of feedback	
C Explore theories of teaching and learning in sport	C1 Behaviourist theories C2 Cognitive theories C3 Phases of skill learning C4 Transfer of learning	A presentation, including video recordings and images, showing how theories of teaching and learning can help when delivering practical sessions
D Carry out teaching and learning strategies for sports skills	D1 Presentation of skills D2 Types of practice D3 Styles of teaching D4 Styles of learning D5 Methods of guidance	A demonstration of a range of styles of teaching and methods of guidance when delivering skills



Assessment guidance

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

- Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)
- Learning aim: C (C.P5, C.P6, C.M3, C.D2)
- Learning aim: D (D.P7, D.P8, D.M4, D.D3)

It is recommended that you follow the suggested assignment format detailed in the unit specification.

To support a successful outcome, it will be beneficial for the learners to practise preparing for their assignments so that they are familiar with what they are expected to produce. You should also ensure that the learners are familiar with the key terms typically used in assessment for this unit.

It is suggested that learning aims A and B are assessed via a portfolio of resources, including video recordings and images showing how skilled performance is produced by sports performers. The portfolio must include an evaluation of the effectiveness of information processing models in showing how sports performers produce skilled performance.

It is suggested that learning aim C is assessed via a presentation, including video recordings and images, showing how theories of teaching and learning can help when delivering practical sessions. The presentation must include an evaluation of the effectiveness of selected behaviourist and cognitive theories of learning when teaching skills to sports performers.

It is suggested that learning aim D is assessed via a review of a demonstration of a range of styles of teaching and methods of guidance when delivering skills. The demonstration must include an evaluation of the effectiveness of a variety of teaching and learning strategies to develop selected sports skills.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 23: Skill Acquisition in Sport

Introduction

Introduce the unit by discussing learners' experiences of physical education (PE) as young people, the importance of PE in society and how teaching is delivered in PE lessons. Explain how this unit will give learners knowledge of the way sports skills are learned, the different methods used to teach sports skills and the different ways people learn.

You should also outline the nature of the learning aims and the assessment tasks that learners will be expected to complete, using the unit specification as a resource.

Learning aim A – Investigate the nature of skilled performance

- Outline the nature of the learning aim: 'to investigate the nature of skilled performance and to understand the contribution of skills and abilities to its production'. Inform learners of the assignment they will need to complete for this learning aim.
- A good starter activity is a tutor-led discussion to engage learners, pulling out key points (with questioning where necessary) about what a skilled sports performance looks like and the difference between skills and abilities in making that performance possible.
- Introduce learners to the learning process and the difference between learning and performance.
- Ask learners to research learning and performance. How do you measure learning and performance and what are performance plateaus? How does this knowledge affect sports performance and learning skills? Lead a class discussion about the findings from the individual research and examples of learners' experiences in sporting situations.
- Present to learners the different types of learning curves. Ask learners to mind map examples from their sports experience of learning curves, including linear, negatively accelerated, positively accelerated and s-shaped. Follow this up with a class discussion about the spider diagrams. What do they have? What are the differences between the different learning curves? What examples can learners share from their own experiences? Then ask learners to identify a time when they learned a new skill or sports activity and which curve best fits their learning experience. Finally, check learners have understood the relevance of learning curves in teaching and learning sports skills.
- Introduce learners to the characteristics and classification of skills. You could use YouTube videos to show examples of what a skilled performance looks like. Lead a class discussion about the different ways that skills can be classified and what a skilful performance looks like and what it contains.
- Ask learners to select a skill from a sports activity. They should find examples of how the skill demonstrates the different characteristics: fluency, control, economy and efficiency of movement, consistency of outcome and energy expenditure to meet the demands of the task. Learners should present their research by producing an annotated poster, which should be produced on a PPT slide or word document. They should use images to document the different characteristics of their chosen skill. You could discuss the findings of the individual activity as a class. What similarities and differences are there between the characteristics of skills in sports



activities?

- Use formal delivery to introduce learners to the different types of skill in sport: cognitive, perceptual and motor, and give examples of these in a range of sporting contexts. Discuss the effect of the environment on skill classification (open and closed skills) and the precision of movement required on skill classification (gross and fine). Use a class discussion to apply the learners' knowledge and experiences of skills in sport to provide examples of open and closed skills, and gross and fine skills.
- In pairs, ask learners to make a spider diagram to demonstrate their understanding of skill types and classification. Learners could choose to focus on one sport and use examples of different skills required for that sport. Learners should be able to identify the type of skill and then classify it in terms of the effect of the environment and the precision of movement. You could check how well learners have understood skill types and classification by discussing the findings from the paired activity.
- Use formal delivery to explain the distinctiveness of beginning and ending of movement and skill classification (discrete, continuous, serial) and the timing and pacing of skills and their classification (self-paced and externally paced). Provide sports examples to develop understanding of this idea.
- Use the spider diagram produced last lesson; extend it by classifying the skills using distinctiveness of beginning and ending of movement (discrete, continuous, serial) and pacing (self and externally). Learners should see if they can add further classifications to the skills already identified on their spider diagram and add other sports examples to show their understanding and knowledge of classifying skills.
- Inform learners of topic: different types of abilities and how they contribute to a skilled performance. Ask learners to work in pairs, allocate each pair a specific sport and ask them to produce a PowerPoint presentation that includes information about different types of abilities and how they contribute to a skilled performance. Learners should include information about the differences between abilities and skills, and how different abilities are classified: psychomotor abilities, gross motor abilities and perceptual abilities. Each pair should produce a PowerPoint presentation that they can deliver to the group in the next lesson.
- Learners could spend a lesson revising the topics covered in learning aim A and prepare notes for assignment 1 making use of the internet, books, journals and magazines.

Learning aim B – Examine ways that sport performers process information for skilled performance

- Introduce learners to the concept of information processing models and their role in skill acquisition in sport. Use formal delivery to explain how information is taken from the environment, organised and used to make decisions and produce a response in the form of skilled movement.
- Using the information from the formal delivery, learners could extend their notes with sport-specific examples to produce a 1000-word essay on processing models and their role in skill acquisition in sport. Check learning and understanding by having a whole class discussion about processing models.
- Recap with learners how the brain receives information from the environment and organises the information. Run a practical session in which learners should take part in a variety of small-sided team and individual activities. These activities should allow learners to experience the effects of the features of a stimulus (familiarity of stimulus, speed, loudness, colour and brightness) and individual factors on perception (attention level, arousal level, attentional capacity). You could use the following ideas or allow learners to come up with activities that would allow them to experience different perceptions. Activity ideas are as follows:



- Familiarity of a stimulus – 100-metre sprints, using a starter gun or a whistle as the stimulus and then change this to a duck quack or some other strange noise
- Speed – play 5-a-side football by only walking and then only running
- Loudness – play doubles badminton, but you can only whisper to your partner and then you must shout at your partner
- Colour – try playing catch with a partner using different coloured bean bags/balls.
- Recap the practical activity session by discussing with learners how their perception changed when different stimulus/factors were changed? What effect did this have on sports performance? Identify which stimulus improved or decreased sporting ability.
- Using the information exchanged in the class discussion and the experiences of the practical lesson, learners should produce a guide that explains the features of a stimulus that affect perception. They should consider the familiarity of stimulus, speed, loudness, colour and brightness. To make the guide relevant, learners could design the guide for a specific sport with athletes in mind. For example, they could choose tennis and create a guide for a tennis coach on how they should organise their indoor tennis courts to get the best performance out of their athletes. How bright should the room be? What colour should the ball be and the net? Should there be loud music playing? Should players practise by walking slowly around the court or running? The guide should also cover individual factors impacting perception (attention level, arousal level, attentional capacity). Learners should draw upon their experiences and use these to highlight the benefits and pitfalls of perception in relation to sports performance.
- Invite a guest speaker (GS) into the centre. This should be someone who is involved with sports psychology, a sports psychologist or a senior sports coach. The GS should talk about their experiences working with sports teams and individuals in relation to the factors affecting reaction time and decision making: number of stimulus-response alternatives (Hick's law); stimulus-response compatibility; practice; anticipation and psychological refractory period.
- Inform learners of topic: the different types of feedback, the value of each type and when they should be given. Ask learners to work in pairs; each pair should select a type of feedback and produce a PowerPoint presentation that includes information about how the feedback affects skill acquisition. Types of feedback include knowledge of results (KR), knowledge of performance (KP), continuous and terminal feedback, extrinsic and intrinsic feedback or positive and negative feedback. Learners should include a range of sports activity examples to demonstrate their knowledge and understanding of the type of feedback and its effect on sports performance. The pairs should produce a PowerPoint presentation that they can deliver to the group in the next lesson.
- Learners could spend a lesson revising the topics covered in learning aim B and spend time completing assignment 1.

Learning aim C – Explore theories of teaching and learning in sport

- Introduce learners to the behaviourist theories and their role in skill acquisition in sport. Use formal delivery to explain how behaviourist theories explain how people learn new skills. Discuss classical conditioning (conditioned and unconditioned response) and operant conditioning (relationship of action and consequences, role of feedback in learning, reinforcing desirable actions, Thorndike's laws).
- Use formal delivery to introduce learners to cognitive theories used to explain how people learn new skills. Discuss closed-loop theory (executive, effector, feedback, comparator) and open-loop control (absence of feedback to impact on performance, used to control rapid, discrete movements).
- Introduce learners to schema theory using formal delivery. Learners could carry out



individual research on schema theory to produce two A4 sides of notes. They should add to any notes taken during the formal delivery and ensure they include information about knowledge of initial conditions, response specifications, sensory consequences, response outcomes, recall schema and recognition schema.

- Introduce learners to the phases of learning new skills. Use formal delivery to explain how learning a new skill goes through different phases and the features of each phase (cognitive/plan formation phase, associative/fixation phase and autonomous/automatic phase). Ask learners to think of examples of times they learned a new skill and to try to identify these different phases of learning, and discuss experiences as a class.
- Recap information on how the brain receives information from the environment and how it organises the information. Run a practical session where learners should take part in a range of sports skills and techniques to put last lesson's theory into practice. Learners should have the opportunity to experience the different phases of learning a new skill. They need to be aware of the following phases.
 - Cognitive/plan formation phase: learners must focus on what to do and how to do it and try to understand requirements of the skill. They will need to see demonstrations, have instructions and receive feedback.
 - Associative/fixation phase: learners should focus on practising newly acquired skills; they must rely on internal feedback.
 - Autonomous/automatic phase: learners should pay attention to how their attention switches back to the environment around them as they become more confident with the skill they have learned. In this phase, they will provide their own feedback to themselves.
- Introduce learners to the concept of learning transfer. Use formal delivery to explain how learning taken from one task can contribute towards the learning of another task. Discuss the different types of transfer (positive, negative, zero, bilateral transfer), how transfer occurs (inter-task, intra-task, near and far transfer) and transfer and generalisation (stimulus generalisation, response generalisation).
- Learners could spend a lesson revising the topics covered in learning aim C and work on assignment 2. They should make use of the internet, books, journals and magazines.

Learning aim D – Carry out teaching and learning strategies for sports skills

- Introduce learners to task analysis by discussing different types of tasks. Discuss complex and simple tasks, consider the number of parts the task has and performer's skill level.
- Invite a guest speaker into the centre. This should be someone who can talk about how a task can be analysed and matched with the most appropriate method to facilitate its learning. The GS could be a sports psychologist or a senior sports coach. The GS should develop learners' knowledge and understanding of analysing tasks by recapping the difference between complex and simple tasks, the number of parts the task has and the performer's skill level.
- Introduce learners to skill presentation and how it can be used to facilitate learning. Ask learners to research the different methods used to present skills to facilitate learning. Learners should produce an information sheet with sports specific examples to explain each of the following methods of presenting skills to facilitate learning: part method, whole method, progressive part method and whole-part-method. Complete the activity by having a class discussion about presenting skills to aid learning.
- Use formal delivery to explain the effect of different types of practice on the rate of skill learning. Factors that influence the choice of type of practice include type of skill, amount of information to be processed, environmental factors, previous



experience of performer and performer's level of motivation. Discuss the various types of practice used to develop sport's skills (massed, distributed, variable mental practice).

- Run a practical session during which learners take part in a range of sports activities where they can experience the effect of different types of practice on the rate of skill learning. Ask them to consider the factors influencing their choice of the type of practice required for the skills they are learning. Are there any other types of practice that would also be appropriate? These activities should be carried out in different sports environments and learners should be given the opportunity to lead activities and also participate.
- Use formal delivery to explain the advantages and disadvantages of different teaching styles. Factors affecting choice of teaching style include personality of tutor, personality of learners, skill level of learners, size of group, type of skill, time available and resources available.
- Inform learners of topic: Mosston and Ashworth's (1986) spectrum of teaching styles. Ask learners to work in pairs; allocate each pair a different teaching style: command, reciprocal, guided discovery or problem solving. The pairs should produce a PowerPoint presentation on their allocated teaching style that they can deliver to the group in the next lesson. The PPT must include specific sports examples and examples from their own experiences.
- Introduce learners to the different ways that learners receive and process information and how teaching should be tailored to the learning style of the learner.
- Run a practical session during which learners could take part in a range of sports activities and experiment with the different ways that learners receive and process information. They should consider the best teaching methods for different styles of learning. Learners should take part in the activities as a leader and a participant. Leaders must consider the characteristics of a visual learner (someone who learns through visual input) and adapt activities so that learners can respond to demonstrations and video footage. Leaders should consider the fact that visual learners sometimes struggle to respond to verbal instruction.
- Run a practical session exploring the way auditory learners process information. Learners should take part in a range of sports activities that allow them to experience learning as an auditory learner. Learners should take part as the leader and the participant. When leading activities, learners must consider that auditory learners tend to respond well to verbal instructions and guidance, they tend to enjoy discussing tactics and strategies and they can be easily distracted by noise.
- Run a practical session focusing on the way kinaesthetic learners process information. Learners should take part in a range of sports activities that allow them to experience learning as a kinaesthetic learner. Learners should take part as the leader and the participant. When leading activities, learners must consider that kinaesthetic learners can learn through physical practice, be able to respond to manual guidance and remember feelings associated with movements.
- Introduce learners to how guidance can contribute to learning skills and the different types of guidance available. Use formal delivery to explain the factors influencing type of guidance chosen (personality, motivation and skill level of learner; learning style of the learner; type of skill being taught; environmental factors; stage of learning of the learner). Discuss types of guidance used in teaching (visual, verbal, manual and mechanical).
- Run a practical session during which learners should take part in a range of practical activities that will enable them to experience how guidance can contribute to learning skills and the different types of guidance available. Learners should take part in leading activities and as the participant learning the skill. Activities should be led with consideration to personality, motivation and skill level of learner; learning style of the learner; type of skill being taught; environmental factors and the stage of learning of the learner (cognitive, associate, autonomous).



- Learners could spend a lesson revising the topics covered in learning aim D and prepare notes for assignment 3 making use of the internet, books, journals and magazines.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

- Unit 4: Sports Leadership
- Unit 8: Coaching for Performance
- Unit 27: Principles and Practices for Outdoor and Adventurous Activities

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Pearson Sport Textbook

Chow JY, Davids K, Button C and Renshaw I, *Nonlinear Pedagogy in Skill Acquisition: An Introduction*, 2015, Routledge ISBN 0415744393

Hodges N and Williams MA, *Skill Acquisition in Sport: Research, Theory and Practice* (Second Edition), Routledge, 2012 ISBN 0415607868

Stafford-Brown J and Rea S, *BTEC National Sport: Development, Coaching and Fitness* (Second Revised Edition), Hodder Education, 2010 ISBN 1444136720

Videos

The following YouTube videos show examples of skilled performance:

https://www.youtube.com/watch?v=M461kw4_HKg

<https://www.youtube.com/watch?v=QF3te7oNxcU>

https://www.youtube.com/watch?v=SvHrFS2B_7U

Websites

<http://www.angelfire.com/alt/richardgardner/RichardGardnerV2/Uni/OpenClosed.jpg> – The website has information and examples about skills classification.

http://www.bbc.co.uk/bitesize/higher/pe/skills_techniques/skills/revision/4/ – The website has examples of skills in sport.

http://www.bbc.co.uk/bitesize/standard/pe/skills/ways_of_developing_skills/revision/2/ – The link gives information about methods of developing skills to facilitate learning.

<https://www.brianmac.co.uk/infomodel.htm> – The above website has useful information about information processing.

<http://www.simplypsychology.org/information-processing.html> – The above website has useful information about information processing.

http://www.teachpe.com/sports_psychology/information_processing.php – The above website has useful information about information processing.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.



Unit 24: Sports Performance Analysis

Delivery guidance

Approaching the unit

This unit aims to give learners the skills needed to carry out structured observation of a sports performance, to identify areas for improvement and to provide training feedback to athletes. Learners will study the components of successful performance in sport and the different methods of analysis that are applied to different areas of performance. They will analyse sport through performance profiling to identify different areas of performance, including measures of fitness, tactics and technical components for success.

This unit can be taught with practical sessions to enable learners to study and use different methods of performance analysis, to understand benchmarks for performance, and to use tools for analysing performance and providing feedback.

Delivering the learning aims

Learning aim A

Learners will need to examine methods and techniques for analysing sports performance. They will need to be able to recommend specific methods and techniques for individual or team performance analysis and be able to justify their recommendations. You should introduce learners to the purpose of performance profiling and enable them to carry out different methods used for analysing sports performance. Learners need to be given the time and equipment needed to practise using the techniques needed to carry out sports analysis. You should give learners the opportunity to observe coaches working with individuals and teams so that they will be able to see how performance can be measured and analysed in a sporting environment.

Learning aim B

This learning aim centres on exploring established ideal models, benchmarks and protocols for performance analysis of an individual athlete or team.

Introduce learners to different information sources to research ideal performance models and benchmarks. Case studies would be useful for learners to explore how to use and apply protocols and materials for performance analysis. Learners need to be given time, facilities and relevant equipment to practise using these methods.

Learning aim C

For this learning aim, learners must carry out an analysis of a sports performance of an individual athlete or team. Learners should use the performance analysis protocols and materials developed in learning assessment B. They should carry out the performance analysis, collate their data and present their results. They must also set goals for the individual or team for future development.

This learning aim is best delivered through practical sessions. Learners will require access to the relevant equipment and facilities needed for their chosen sport/athlete.



Learning aim D

This learning aim centres on the analysis of collated data and on providing detailed feedback to the individual athlete or team analysed in learning aim C. Learners must also set goals for future development of the individual/team.

You should introduce learners to the purpose of comparing data to benchmarks and ideal models. Learners must be given the equipment and facilities needed to practise carrying out observational analysis on an individual athlete or team. You could use peer workshops to enable learners to give feedback and rehearse setting goals. This could also be done with the use of case studies to enable learners to see a range of different performance data. Learners then need to be able to give feedback on performance and setting goals. They must be given the opportunity to practise these skills for success in their assessment.

Assessment model (in internally assessed units)

Learning aim	Key content areas	Recommended assessment approach
A Examine methods for analysing sports performance	A1 Performance profiling A2 Methods for analysing A3 Techniques for sports analysis	Produce a report on methods of analysing sports performance, evaluating their relevance and usability for a coach.
B Explore ideal models, benchmarks and protocols for performance analysis	B1 Information sources to establish ideal performance models and benchmarks B2 Protocols and materials for performance analysis	Produce a presentation explaining the performance demands, ideal models and performance benchmarks of an individual or team sport. Then using this information produce your own analysis method for this sport.
C Carry out an analysis of sports performance of an individual athlete or team	C1 Carrying out a sport analysis C2 Collating and presenting analysis results	Provide a summary report of an observational analysis on an individual athlete or team.
D Review the collected analysis data and provide feedback to individual athlete or team	D1 Comparing data to benchmarks and ideal model D2 Providing feedback to an athlete or team on performance	Provide feedback on performance and setting goals for future development.



Assessment guidance

The first assessment for this unit is a report that focusses on methods of analysing sports performance and evaluates their relevance and usability for a coach. Learners can draw on a range of performance profiling, testing and analysis methods and techniques that gather information from across the range of the stated content. The second assessment is a presentation which explains the performance demands, ideal models and performance benchmarks of an individual or team sport. Using this information learners must then produce their own analysis method for their chosen sport. Learners should draw on varied sources of information, e.g. journal articles, appropriate textbooks, national governing bodies, live performance and statistics to evaluate ideal models, benchmarks and analysis processes. The final assessment is a report of an observational analysis on an individual athlete or team, which provides feedback on performance and setting goals.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 24: Sports Performance Analysis

Introduction

This unit has strong links with *Unit 5: Application of Fitness Testing*, *Unit 6: Sports Psychology* and *Unit 7: Practical Sports Performance*. Learners should draw from their knowledge and understanding of topics previously learned to strengthen their understanding in this unit.

Introduce the learners to this unit by discussing sports performance and the purpose of sports performance analysis. Allow learners to discuss examples from their own experiences of team and individual sports performance and draw upon those from professional sport.

Learning aim A: Examine methods for analysing sports performance

- Introduce the learning aim by asking learners to discuss 'the fear of failure'. Learners should think about how this fear can affect a sports person's performance.
- Learners should be taught about the aims of performance profiling, the process of profile construction and the performance profiling cycle.
- Learners should be given the opportunity to observe sports performers in competitive situations. They can then analyse specific areas of performance and record successes and failures. Learners can convert this data into a suitable graph and give written notes about the sports person's performance. Learners should next explain which parts of their research were quantitative and which were qualitative.
- You could lead learners into a discussion about the horn or halo effect by asking them to consider examples where they felt an athlete/sports person was influenced by a favourable or unfavourable trait and judged by it. Learners should discuss how this can impact on the first impressions and reputations made by this player. Learners should consider the horn or halo effect and discuss how this applies to the scenario of the sports person.
- Learners should produce a mind map that contains information about the importance of communication between the coach and athlete/team in performance profiling. Learners should consider the skills needed by the coach and how their characteristics can lead them to become a successful coach.
- Ask learners to select a sport of their choice. They should identify as many areas as they can that a coach would be interested in, e.g. positional play, movement



patterns, fitness. Ask learners to discuss how this information can be used by the coach to highlight players' strengths and weaknesses and how, in turn, this enables specific areas to be addressed and improved.

- Learners should be given time, facilities and equipment to enable them to explore different performance analysis techniques.

Learning aim B: Explore ideal models, benchmarks and protocols for performance analysis

- You could introduce this learning aim by asking learners to identify factors which need to be considered when analysing a sports person carrying out a specific skill to ensure an ideal performance model. Learners should discuss the biomechanical properties of the skill and any issues surrounding the filming/positioning of the camera. Ask learners to explain how they would minimise filming issues so that a perfect model of the skill can be recorded.
- Learners could research a national governing body (NGB) of their choice to find information on coaching material and examples of ideals or benchmarks for performance. Learners could collate this information into a booklet, which could then be shared around the class so that each learner has a good range of examples of different sports.
- Learners need to have access to information sources to establish ideal performance models and benchmarks. Information sources could include observations/recordings made by themselves or others, information about coaching courses, academic papers/journals/documents on coaches, teachers and sports scientists. Other information sources include the internet and social media, match statistics and NGB sources.
- Allow learners the opportunity to summarise sources of information. They will need to prepare materials for gathering information and consider evaluation performance measures.
- You could ask learners to identify the potential sources of information they could use to produce a valid and realisable ideal model or benchmark for the performance analysis of a sport of their choice.

Learning aim C: Carry out an analysis of sports performance of an individual athlete or team

- For this learning aim, learners need to carry out an analysis of a sports performance of an individual athlete or team. They must carry out the analysis, collate their data and present their analysis results.
- Learners must be given time to use performance analysis protocols and materials. They need to practise carrying out observations in different environments and focus on performance and process, not outcome.
- Learners need experience of collating and presenting analysis results. They must be given the facilities, equipment and time needed to gather information during and after the athlete's/athletes' performances. They should use a variety of collation methods and present their findings in suitable formats which allow conclusions to be made.
- You could ask learners to discuss the benefit to coaches and athletes of numerical data displayed in graphs/charts and as numerical spreadsheets. Learners should consider how feedback and information are delivered and the importance of clear and concise information delivery.
- Learners can carry out internet research to find examples of annotated sports videos. This will allow them to see how videos can be a very useful performance analysis tool.



Learning aim D: Review the collected analysis data and provide feedback to individual athlete or team

- This learning aim centres on the analysis of collated data and on providing detailed feedback to the individual athlete or team analysed in learning aim C. Learners must also set goals for future development of the individual/team.
- Learners need to be taught how to compare data to benchmarks and ideal models so that they can review the collected analysis data and give feedback to their individual athlete or team.
- Learners should be given the opportunity to practise drawing conclusions based on relevant evidence and data gathered during their performance analysis in learning aim C. They should consider outcome mismatches, (i.e. poor technical performance leading to success or good technical performance failing). Learners must practise linking outcomes to observations of performance. They should think about cause and effect technically and tactically. Learners need to become confident at identifying patterns and anomalies in performance.
- Learners must rehearse providing feedback to an athlete on performance. This can be done through case studies, but would be best delivered through practical sessions with athletes from different sports.
- You could ask learners to discuss the factors they would need to consider when giving feedback to an athlete on their performance. Learners should discuss the need for information and the importance of not overloading athletes with too much feedback. Learners could investigate how they can break down their feedback into categories and can consider the types of questions they might ask to check the athlete's understanding of the feedback given.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 5: Application of Fitness Testing
- Unit 7: Practical Sports Performance
- Unit 8: Coaching for Performance
- Unit 18: Work Experience in Active Leisure
- Unit 19: Development and Provision of Sport and Physical Activity
- Unit 23: Skill Acquisition in Sport
- Unit 25: Rules, Regulations and Officiating in Sport.



Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Adams GM, *Exercise Physiology Laboratory Manual: Health and Human Performance*, Fourth Edition (McGraw Hill Higher Education, 2001) ISBN: 9780072489125 - undergraduate exercise physiology textbook integrates basic exercise physiology with research studies

Adams M et al, *BTEC Level 3 National Sport Student Book*, Third Edition (Pearson, 2010) ISBN: 9781846906503 - a good coursebook designed to support the BTEC Level 3 National in Sport.

Allen MB, *Sports Exercise and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited, 2005) ISBN: 9781563088193 - a good first stop resource for those seeking information on sports and fitness.

American College of Sports Medicine, *ACSM's Guidelines for Exercise Testing and Prescription*, Seventh Edition (Lippincott Williams and Wilkins, 2005) ISBN: 9780781745901 - handbook of standards on exercise testing and prescriptions.

American College of Sports Medicine, *ACSM's Health-Related Physical Fitness Assessment Manual*, Second Edition (Lippincott Williams and Wilkins, 2007) ISBN: 9780781775496

Coulson M, *The Fitness Instructor's Handbook: A Complete Guide to Health and Fitness (Fitness Professionals)*, Second Edition (Bloomsbury, 2013) ISBN: 9781408178263 - handbook with sole focus on assessment and scientifically based assessments.

Franks BD and Howley ET, *Fitness Leader's Handbook*, Second Edition (Human Kinetics Europe, 1998) ISBN: 9780880116541 - up to date exercise prescription information for fitness instructors, sports coaches, health professionals and school teachers.

Hazeldine R, *Fitness for Sport* (The Crowood Press, 2000) ISBN: 9781861263360 - a good intro guide for this course.

Heyward VH, *Advanced Fitness Assessment and Exercise Prescription*, Fifth Edition (Human Kinetics, 2006) ISBN: 9780736057325 - comprehensive approach to physical fitness appraisal and exercise prescription.

Howley ET and Franks BD, *Health Fitness Instructor's Handbook*, Fourth Edition (Human Kinetics Europe, 2003) ISBN: 9780736042109 - for health and fitness professionals who want to keep on top of the latest advances.

Maud PJ and Foster C, *Physiological Assessment of Human Fitness*, Second Edition (Human Kinetics Europe, 2005) ISBN: 9780736046336 - aimed at students of exercise physiology, as well as health professionals working in clinical settings. Covers assessment methods for aerobic and anaerobic power.

Powers SK and Howley ET, *Exercise Physiology: Theory and Application to Fitness and Performance*, Sixth Edition (McGraw Hill Higher Education, 2006) ISBN: 9780071107266 - a great, very recent core textbook for exercise physiology

Sharkey BJ, *Physiology of Fitness*, Third Edition (Human Kinetics, 1990) ISBN: 9780873222679 - a good supplementary resource.

Sharkey BJ and Gaskill SE, *Fitness and Health*, Sixth Edition (Human Kinetics, 2006) ISBN: 9780736056144 - a good introductory text for new learners.

Skinner JS, *Exercise Testing and Exercise Prescription for Special Cases: Theoretical Basis and Clinical Applications*, Third Edition (Lippincott Williams and Wilkins, 2005) ISBN: 9780781741132 - a good introductory guide on testing and prescriptions.



Stafford-Brown J and Rea S, *BTEC Level 3 National for Sport and Exercise Sciences*, Third Edition (Hodder Education, 2010) ISBN: 9781444111989 – core course textbook.

Watson AWS, *Physical Fitness and Athletic Performance: A Guide for Students, Athletes and Coaches*, Second Edition (Routledge, 1996) ISBN: 9780582091108 – a slightly higher level text giving accounts of the biological basis of athletic performance and training.

Journals

British Journal of Sports Medicine (BMJ Publishing Group Ltd) – authoritative original research, reviews, and timely debate in sports and exercise medicine.

Exercise and Sport Sciences Reviews (Lippincott, Williams and Wilkins) – quarterly reviews of the most contemporary scientific, medical and research based topics in the field of sport, medicine and exercise science.

International Journal of Sports Science and Coaching (Sage) – this journal publishes articles which integrate theory and practice in sports science and promote critical reflection when coaching.

Medicine and Science in Sports and Exercise (American College of Sports Medicine) – investigations, clinical studies and reviews of current topics in sports medicine and exercise science.

Research Quarterly for Exercise and Sport (Taylor & Francis) – publishes research in to the art and science of human movement.

Websites

A range of websites looking at topics and resources on the subjects of coaching, human movement, sports medicine and exercise science;

www.1st4sport.com – Coachwise

www.bases.org.uk – The British Association of Sport and Exercise Sciences

www.humankinetics.com – Human Kinetics

www.sportsci.org – Sport Science

www.sportscoachuk.org – UK Coaching

www.topendsports.com – Topend Sports: the Sport and Science Resource, which provides a range of information on sport, sport medicine and sports psychology.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.



Unit 25: Rules, Regulations and Officiating in Sport

Delivery guidance

Approaching the unit

The aim of this unit is for learners to further develop their knowledge and understanding of the rules and regulations of a selected sport. Learners will explore historical developments that have led to changes in rules and regulations, including factors that have and could influence future change. This unit should be delivered through practical sessions. Learners need to be able to apply the rules and regulations of a selected sport whilst officiating.

Delivering the learning aims

Learning aim A

This learning aim centres on the development of the roles and responsibilities of the officials involved in sport. It is best suited to research and class discussions. Learners will need the opportunity to research the rules of a chosen sport and to investigate how officials' roles and responsibilities have evolved. It would be useful to bring in guest speakers, such as officials from a range of sports, to come and speak to the learners. They could explain their roles, how they have changed over time, and how they keep up with new technology and trends. Centre visits would also be useful for learners to be able to observe officials at work.

Learning aim B

Learners must consider the performance of officials in a selected sport. They need to be able to evaluate the performance of officials based on their abilities to apply the rules, to make the correct decisions, to communicate clearly and fairly and to apply behavioural management when officiating sport. This learning aim would be best suited to visits and guest speakers. Learners need to be able to experience first-hand the role of official and observe them at work in their specific sports.

Learning aim C

This learning aim centres on learners undertaking the role of a match official in a competitive sport. It is best suited to practical delivery. Learners must be given the facilities and time needed to practise taking on the officiating role for a sport of their choice. Learners need to gain confidence in their role so that they can evaluate their own performance as an official, identify strengths and areas for improvement and use feedback to recommend improvements for their personal development.



Assessment model (in internally assessed units)

Learning aim	Key content areas	Recommended assessment approach
A Understand the development of the roles and responsibilities of the officials involved in sport	A1 NGB rules/laws and regulations in different sports A2 Officials and their historical development A3 Roles of the officials A4 Responsibilities of the officials A5 Current issues in officiating in sport	A written report discussing how the official's roles and responsibilities have evolved.
B Explore the performance of officials in a selected sport	B1 Applying rules/laws and regulations to different situations B2 Analysing officials in different sports	A written report/video analysis of officials' performance and identifying how the rules/laws and regulations were applied.
C Undertake the role of a match official in a competitive sport	C1 Officiating in a full match/game C2 Review own performance	A practical demonstration evidenced through observation reports/video evidence of learners officiating in a selected sport, applying the correct rules and regulations in a controlled environment. A written report analysing own performance of officiating in a selected sport using witness testimony/questionnaires.

Assessment guidance

The first assessment for this unit is a report discussing how the official's roles and responsibilities have evolved. Learners should draw on a range of information from their chosen sport's National Governing Body (NGB). They must cover rules/laws and regulations, the roles and responsibilities of officials and how trends and current issues have impacted and influenced the development of the official's roles. The second assessment is a written report/video analysis of officials' performance identifying how the rules/laws and regulations were applied. Learners must demonstrate that they can apply rules/laws and regulations to different situations and analyse officials in different sports. For the final assessment, learners must carry out a practical demonstration which must be evidenced through observation reports/video evidence of learners officiating in a selected sport. Learners must show that they can apply the correct rules and regulations in a controlled environment. Learners should include a written report which analyses their own performance of officiating in a selected sport using witness testimony/questionnaires.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 25: Rules, Regulations and Officiating in Sport

Introduction

This unit has strong links with *Unit 5: Application of Fitness testing*, *Unit 6: Sports Psychology* and *Unit 7: Practical Sports Performance*. Learners should draw on their knowledge and understanding of topics previously learned to strengthen their understanding in this unit.

Introduce the learners to this unit by discussing the roles and responsibilities of the officials involved in sport, how this has evolved and how it has been affected by trends and new technology.

Learning aim A: Understand the development of the roles and responsibilities of the officials involved in sport

- You could introduce this learning aim by asking learners to discuss the role of National Governing Bodies (NGB) in sports and how they make rules/laws and regulations for their sports. Learners could continue this activity by using the internet to research a selected NGB's rules/laws and regulations as published by the national or international governing body for the sport.
- You could ask learners to work in pairs to research current-day rules/laws for different sports and current-day regulations, as published by the national or international governing body for the sport. They could include information about the history of the rules/laws and regulations, formation of NGBs and the effects of the media and technology in terms of both positive and negative influences. Learners could use their information to create a presentation for the class or to produce a booklet which could be shared within the class.
- Learners would benefit from a guest speaker or a visit with someone who currently works as an official and has knowledge about officials and their historical development. The guest speaker should be able to discuss the development of rules and regulations within their sport and the influences that have impacted on the development of their role as official over time (media, technologies, increased sponsorship).
- Learners could discuss the roles of officials in tournament/competition play. They should identify the different roles (e.g. judge, timekeeper, scorekeeper, safety officer, communicator, disciplinarian, arbiter) and their responsibilities (such as application of rules, communicating information, establishing and maintaining relationships, scoring, health and safety, fair play and appearance).
- Learners could investigate the current issues in officiating in sport by looking through sports magazines and journals to identify sport-specific issues and other issues that impact on sport (e.g. political, social, the impact of working with new technologies). They could also consider future expectations within sport and how the role of the officiator may change over time.

Learning aim B: Explore the performance of officials in a selected sport

- Introduce this learning aim by leading a discussion on the performance of officials in different sports. Ask learners to draw from examples of experiences in their own preferred sports.



- Learners should be given the opportunity to observe situations where an official has to enforce the rules/laws and regulations of the selected sport (e.g. illegal challenges, players in illegal positions, injuries to players, ball out of play, simulation, poor discipline). It may be useful to show videos and, where possible, for learners to attend competitive sport competitions/games.
- Learners could observe a competitive sports situation and make notes about the use of effective decision-making and effective communication by the official in different scenarios. Learners could also observe and make notes about how officials apply behaviour management when officiating sport and how they control the game.
- Learners must be given the opportunity to analyse officials in different sports. They should be able to observe relevant officials for their specific sports (e.g. umpires in cricket and netball, line judges in badminton and tennis, touch judges in rugby, referees in football and hockey, fourth officials in football, video referees in rugby league and rugby union, judges in gymnastics, timekeepers in boxing).
- Learners could discuss ways of analysing officials in their selected sports, including notational analysis, performance profiling, SWOT (strengths, weaknesses, opportunities, threats), observation checklist and video analysis. Learners should consider methods to identify strengths and areas for improvement. They should also discuss ways to develop and improve officials within their selected sport. Future development could include: practise, training, qualifications, self-analysis, mentoring, buddy systems and reduction of errors by match officials.

Learning aim C: Undertake the role of a match official in a competitive sport

- You will find it useful to ensure that the delivery of activities in learning aim C is as practical and interactive as possible.
- You could introduce this learning aim by discussing the role of match officials in competitive sports with the learners. Ask learners about their experiences in competitive sport and how the role of officials has played a part in the competition.
- Learners need to be given the opportunity, facilities, equipment, sports performers and time to officiate in full match/game situations. Learners should practise officiating using the sport's NGB competition/tournament rules and regulations for their chosen sports.
- Learners should practise applying relevant rules/laws for the sport they are officiating. They should learn how to control the game and use scoring systems effectively to develop confidence in the role. Learners must also be given the opportunity to demonstrate effective relationships with others, for example, coaches, performers, spectators and other officials. They need to show that they can manage conflict and use appropriate methods of effective communication. Learners should be able to ensure health and safety of all participants (environment, injuries, equipment) throughout.
- You could introduce learners to the methods they can use to review their own performance as an official. Learners should become familiar with receiving feedback from participants/players, supervisors and observers. They should also be taught how to use other methods of feedback, such as video analysis, and formative and summative feedback.
- Learners should use feedback to analyse their own strengths and areas for improvement as an official. They should then practise using this information to produce a personal reflection and development plan.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 4: Sports Leadership
- Unit 7: Practical Sports Performance
- Unit 12: Self-employment in the Sports Industry
- Unit 24: Sports Performance Analysis
- Unit 26: Technical and Tactical Demands of Sport.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Sport. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Adams GM, *Exercise Physiology Laboratory Manual: Health and Human Performance*, Fourth Edition (McGraw Hill Higher Education, 2001) ISBN: 9780072489125

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Exercise and Sport Sciences Reviews (Lippincott, Williams and Wilkins)

International Journal of Sports Science and Coaching (Sage)

Medicine and Science in Sports and Exercise (American College of Sports Medicine)

Research Quarterly for Exercise and Sport (Taylor & Francis)

Websites

www.1st4sport.com – Coachwise

www.bases.org.uk – The British Association of Sport and Exercise Sciences

www.humankinetics.com – Human Kinetics

www.sportsci.org – Sport Science

www.sportscoachuk.org – UK Coaching

www.topendsports.com – Topend Sports: the Sport and Science Resource, which provides a range of information on sport, sport medicine and sports psychology.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.



Unit 26: Technical and Tactical Demands of Sport

Delivery guidance

Approaching the unit

This unit aims to develop learners' understanding and application of technical and tactical demands of sport. The unit is best delivered through practical sessions where learners can have the opportunity to be involved in analysing, observing and reviewing sports performance. Learners need to be able to put themselves in the position of both athlete and coach to help them understand the technical components of sport and how they contribute to effective performance. They will learn how to apply technical and tactical skills in different situations to create the best possible performance.

Delivering the learning aims

Learning aim A

Learners will need to consider the technical skills and tactical components of sport that contribute to effective performance. They should be given the opportunity to observe technical and tactical components used in combination in different situations for a variety of sports (individual and team).

Learning aim B

For this learning aim, learners need to investigate methods used to measure technical and tactical performance in sport. You should allow learners the opportunity to measure sports performance using technical and tactical ideal models and benchmarks. This will enable them to practise producing measurement tools and protocols to assess performance.

Learning aim C

This learning aim centres on the technical and tactical performance at different stages of the performance continuum. You should teach learners how to assess and develop elite and non-elite sports performers. Learners need to be given time to practise evaluating and contrasting sporting performances from different stages of the performance continuum.



Assessment model (in internally assessed units)

Learning aim	Key content areas	Recommended assessment approach
A Examine the technical skills and tactical components of sport that contribute to effective performance	A1 Technical skills in sport A2 Tactical components in sport A3 Application and importance of technical and tactical skills in effective performance	A presentation focusing on the technical skills and tactical strategies within sport, using specific sporting examples to analyse the similarities and differences in application of technical skills and tactical components.
B Investigate methods to measure technical and tactical performance in sport	B1 Measuring technical and tactical performance B2 Technical and tactical models and benchmarks B3 Producing measurement tools and protocols	A report evaluating the existing methods, ideal models, benchmarks and protocols used to measure technical and tactical skills in sport, and the production of a new measurement tool and protocol to assess performance.
C Explore the technical and tactical performance at different stages of the performance continuum	C1 Assessing and developing elite sports performers C2 Assessing and developing non-elite sports performers	A report based on observations evaluating and contrasting two sporting performances from different stages of the performance continuum.

Assessment guidance

The first assessment for this unit is a presentation focusing on the technical skills and tactical strategies within sport, using specific sporting examples to analyse the similarities and differences in application of technical skills and tactical components. Learners can draw on examples of the application and importance of technical and tactical skills in effective performance. The second assessment is a written report evaluating the existing methods, ideal models, benchmarks and protocols used to measure technical and tactical skills in sport, and the production of a new measurement tool and protocol to assess performance. The final assessment is a report based on observations evaluating and contrasting two sporting performances from different stages of the performance continuum. Learners should ensure that they consider developing elite and non-elite performers.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 26: Technical and Tactical Demands of Sport

Introduction

This unit has strong links with *Unit 5: Application of Fitness Testing*, *Unit 6: Sports Psychology* and *Unit 7: Practical Sports Performance*. Learners should draw from their knowledge and understanding of topics previously learned to strengthen their understanding in this unit.

Introduce learners to this unit by discussing the classification of skills in sport and how skills form component parts of sporting activities.

Learning aim A: Examine the technical skills and tactical components of sport that contribute to effective performance

- Introduce learners to the technical skills and tactical components of sport that contribute to effective performance. Learners need to be taught the definition of skill, types of skill and how skills are classified into different groups.
- Learners could discuss the way in which skills are classified (e.g. open/closed, discrete/serial/continuous, gross/fine, self-paced/externally-paced etc). They should consider the names of different skill types and examples from a range of sports. Next learners could identify skills from a specific sport and classify these skills.
- You could ask learners to carry out internet research on eccentric force and the Magnus effect. Next ask learners to apply these theories to a football player bending a free kick or a tennis player hitting the ball for a topspin. Learners could present their findings to the rest of the group.
- Ask learners to select a sport they play regularly. They should identify as many skills and techniques as they can. Learners should compare their lists with others in the class and compare similarities and differences between the same sports and different ones.
- Learners could then carry out internet research to complete their list of skills for their chosen sport.
- Learners need to be taught the definition and type of tactical components in individual and team sport. They need to investigate the definition of tactics, to include strategy, game plan and application of skill. Learners should consider the influence of the following on tactics: strengths/weaknesses of self/opponent, weather, surface, conditions, outcome goals, phase of play and amount of time the competition is likely to take. They should discuss tactics in team and individual sports. They could carry out internet research on tactics used in a variety of sports, make notes and feedback to the group with their findings.
- Learners should be given the opportunity to explore how strategies and tactics affect the selection of technical skills and which techniques are needed for specific strategies. This could be done through case studies, or learners may benefit from observing sports performers in training and in competitive situations. Learners should be aware of the technical consideration in selection of tactics in response to personal strengths and weaknesses and the strengths and weaknesses of the opposition. For example, learners could be asked to discuss how tactics and skill



selection can affect the results of a game or match. They should consider what is meant by tactics and why some teams get tactics wrong.

Learning aim B: Investigate methods to measure technical and tactical performance in sport

- Introduce the learning aim by teaching learners how to measure technical and tactical performance. Learners should be given the opportunity to measure technical and tactical performance using different methods (e.g. video analysis, notational analysis, tally charts). They must have the opportunity to use these methods in different environments and times/seasons (e.g. pre-season, post-practise, during competition). Learners must follow protocols for all methods and understand how to evaluate the process/performance, outcome and validity of the information gathered through these methods.
- You could ask learners to watch a video recording of a competitive sports match and conduct a basic tally analysis. Learners could be asked to record the number of goals, successful shots, misses etc. Using the information collected, learners could discuss the findings and identify areas for improvement for the sports performers. You could complete this exercise again by asking learners to prepare their own observation checklist. This will encourage learners to think about what skills/areas within the sport are important to measure.
- Learners need the opportunity to research different sources of information for technical and tactical analysis. They could research National Governing Bodies' (NGB) descriptions of correct performance, i.e. coaching points and benchmarks. These can be found on NGB websites.
- Learners must practise ideal model and benchmarks construction to enable them to produce a measurement tool (e.g. questionnaire, tick list, tally chart). Learners must be able to gather the observation data and record the methodology used so that they can produce protocols on how to gather information.
- You could ask learners to write notes on a measurement tool used to measure performance. Learners should consider how the tool measures technical and tactical performance and what information they want to collect from their chosen sport.

Learning aim C: Explore the technical and tactical performance at different stages of the performance continuum

- You could introduce this learning aim by showing learners a radar diagram used in sports analysis. The learners should select an elite performer and build a set of relevant technical skills against which to analyse the performer's skills and tactics. Learners can then make observations and recommendations for improvement.
- Learners must be given the opportunity to use technical and tactical measurement tools. Visits to professional sports clubs will benefit learners by allowing them to observe elite performers and interpret the gathered observational data on elite sports performers.
- Learners need to be taught how to summarise information they have gathered on an athlete, draw conclusions and create a plan for the development of the athlete. They should consider SMART targets and goal setting. They should be able to compare the performance of the athlete with the development plan (similarities and differences in the athlete's technical and tactical performance). They must consider how the athlete is developing at different stages of the sports continuum (e.g. foundation, participation, performance, elite).
- Learners could discuss the key factors for analysing performance of elite and non-elite athletes. They could list the stages of development planning for non-elite



athletes and demonstrate the use of resources for analysis of sport at each level of the continuum.

- Learners must be able to practise using technical and tactical measurement tools. They could observe a non-elite athlete from a stage of the performance continuum. They should interpret the observational data they gather, summarise the information and create a plan to develop the athlete.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 3: Professional Development in the Sports Industry
- Unit 6: Sports Psychology
- Unit 7: Practical Sports Performance
- Unit 8: Coaching for Performance
- Unit 25: Rules, Regulations and Officiating in Sport.

Resources

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Websites

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www.humankinetics.com – Human Kinetics

www.sportsci.org – Sport Science

www.sportscoachuk.org – UK Coaching

www.topendsports.com – Topend Sports: the Sport and Science Resource, which provides a range of information on sport, sport medicine and sports psychology.

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Unit 27: Principles and Practices for Outdoor and Adventurous Activities

Delivery guidance

Approaching the unit

This unit enables learners to explore best practice in the delivery of outdoor and adventurous activities in readiness for active participation. Learners will get an overview of the industry, the various sub-sectors, target groups, structural differences and organisational considerations all relevant to the industry. Learners will need the opportunity to participate in outdoor and adventurous activities in the unit. They will develop skills in specific activities and will review their performances against group and personal expectations.

You could deliver this unit by using a mix of theory (to introduce learners to the topics listed in the unit content), visits, guest speakers (to enable learners to apply the theoretical concepts they have learned) and practical sessions. Learners will need to produce a written report examining the development of the outdoor sector and a review of the skills and techniques they develop during participation in outdoor and adventurous activities.

Delivering the learning aims

Learning aim A

This learning aim explores the development of the outdoor sector and associated outdoor and adventurous activities. This learning aim could be covered via a number of methods, including independent research, visits and use of guest speakers. Group discussion will enable learners to reflect on activities and the need for safety when working in outdoor activities. Tutor-led delivery may be used to further support theoretical understanding of the laws, legislation, professional bodies and taxes associated with the outdoor sector.

Learners will need to investigate the factors affecting the development of the outdoor sector. Group work should be encouraged, using mini presentations to encourage peer learning and personal knowledge checks. Visits to outdoor activity areas and centres will enable learners to develop key study and employability skills.

Learning aim B

This aim investigates best practice in the outdoor sector looking specifically at participant's safety and the roles and responsibilities of an outdoor and adventurous activity leader. To deliver this learning aim, you could use a number of methods, including independent research, group presentations, visits and practical sessions. Learners should consider how the activity, equipment, legislation, environment/area and knowledge of procedures could affect participant's safety and how activity leaders ensure participant safety.



Learning aim C

This learning aim requires learners to take part in a range of outdoor and adventurous activities to enable them to develop skills and techniques. During practical activity sessions, learners should be able to demonstrate soft leadership and teamwork skills, physical skills and activity-specific techniques. They should consider the benefits of participating in outdoor and adventurous activities and should be able to link these benefits to specific activities. For example, climbing is an activity that tends to build trust, develop communication and challenge motivation.

Assessment model (in internally assessed units)

Learning aim	Key content areas	Recommended assessment approach
A Explore the development of the outdoor sector and associated outdoor and adventurous activities	A1 Activities in the outdoor sector A2 Development of the outdoor sector A3 Factors affecting the development of the outdoor sector	A written report that examines the development of the outdoor sector, the factors affecting its development and best practice to keep participants safe and promote learning
B Investigate best practice in the outdoor industry	B1 Keeping participant's safe in the outdoor environment B2 Roles and responsibilities of an outdoor and adventurous activity leader B3 Promoting learning through outdoor and adventurous activities	
C Develop skills and techniques in outdoor and adventurous activities through practical participation	C1 Participation in outdoor and adventurous activities to develop skills and techniques C2 Benefits of participation in outdoor and adventurous activities C3 Reviewing the benefits of participation in outdoor and adventurous activities	A written review of the skills and techniques developed during participation in outdoor and adventurous activities and the benefits of participation



Assessment guidance

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, A.D1, B.D2)

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

To support a successful outcome, it will be beneficial for the learners to practise preparing for their assignments so that they are familiar with what they are expected to produce. You should also ensure that the learners are familiar with the key terms typically used in assessment for this unit.

It is recommended you follow the suggested assignment format detailed in the unit specification.

It is suggested that learning aims A and B are assessed via a report that evaluates the development of the outdoor sector, the factors affecting its development and best practice to keep participants safe and promote learning. The report must include an examination and evaluation of the roles and responsibilities of outdoor leaders and how they promote best practice in the industry.

It is suggested that learning aim C is assessed via a written review of the skills and techniques learners will develop during participation in outdoor and adventurous activities. Learners must also include an evaluation of the benefits of participation in different outdoor activities. Learners should take part in three different outdoor activities and be given the time and opportunity to develop their individual skills and techniques.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 27: Principles and Practices for Outdoor and Adventurous Activities

Introduction

This unit gives the opportunity to learners to gather an overview of the industry, the various sub-sectors, target groups, structural differences and organisational considerations relevant to the outdoor and adventurous activity (OAA) industry. There will be an opportunity to participate in physical activities, as well as looking at the theories.

Learning aim A – Explore the development of the outdoor sector and associated outdoor and adventurous activities

- Outline the nature of the learning aims and the number of assignments that learners will be expected to complete. Introduce learners to the different activities in the outdoor sector.
- Ensure there are regular intervals when learners' research is shared with the rest of the group in plenary and discussion sessions, allowing ideas and information to be exchanged.
- In pairs, ask learners to research different examples of activities available in the outdoor sector. Learners should produce a spider diagram that records their research, including examples of land-based, water-based, and air-based activities and alternative activities. Learners should include information about activities they have experienced and those in their local area. You could complete the activity by leading a class discussion (20 minutes) about the findings from the paired research.
- Introduce learners to the development of the outdoor sector and the role of organisations and bodies in developing the outdoor sector. Ask learners to research the role of organisations and bodies associated with developing the outdoor sector for an activity of their choice. Learners should include information about organisations (e.g., The Scout Association, The Guide Association, Outward Bound Trust, Duke of Edinburgh's Award, The Prince's Trust, National Citizen Service); governing bodies [e.g., Royal Yachting Association (RYA), British Canoeing, Mountain Training England] and associations and institutes [e.g., Institute for Outdoor Learning, Outdoor Industries Association (OIA), British Activity Providers Association]. Check learners' understanding by leading a class discussion about the findings from the individual research.
- Inform learners of topic: factors affecting the development of the outdoor sector. Ask learner to work in pairs; allocate each pair a legislation (Health and Safety, Equality and Diversity legislation, Adventure Activities Licensing Regulations 2004). Learners should consider the purpose of the legislation, what it is and the impact it has on the outdoor sector and also the consequences of non-compliance. The pairs should produce a PowerPoint presentation that they can deliver to the group in the next lesson.
- You could arrange to visit a local outdoor activity facility or centre and for an activity leader or manager to answer questions about how the centre deals with the cost of running activities (possibly hosting events) in this sector. It would be useful to observe how the facility/centre responds to fashion and trends in the industry, how it promotes health and wellbeing and how it ensures environmental sustainability.



- You could ask learners to produce a case study about the factors affecting the development of a specific outdoor activity. Learners must consider how the activity responds to the economy and how costs are set, how it develops as a result of fashion and trends, how it promotes health and wellbeing and how it maintains environmental sustainability.
- Learners could spend time reviewing learning aim A and, with the use of the internet, books, journals and magazines, prepare notes for assignment 1.

Learning aim B – Investigate best practice in the outdoor industry

- You could introduce this learning aim by arranging a visit to a local outdoor activity facility/centre. Arrange for an activity leader or manager to share information about best practice in the industry. It would be useful if they explain how they follow internal and external procedures, their work with governing bodies (if applicable) and how legislation affects what they do. It would also be useful if they discuss how they comply with equipment competency to ensure participants' safety.
- Another visit to an outdoor activity environment/area for the next lesson would be useful. Learners should be able to investigate how the activity environment/area could affect participant's safety and the impact the weather and prevailing conditions can have on activities in that environment. Learners should consider the activities that take place at the centre and identify how age, gender, ability and behavioural issues could affect participant's safety.
- Next you could recap the learner's findings from visits. How are participants kept safe in outdoor activities?
- In pairs, ask learners to look through examples of risk assessments. Use this to produce a template, which they can use to produce a risk assessment for a selected outdoor activity. Complete this activity by discussing the learners' findings, what needs to be done in a risk assessment and the need for a contingency plan (contingency column on the risk assessment document must be included).
- In pairs, ask learners to complete a risk assessment template for a selected outdoor activity. Learners must ensure that they have included contingency planning in their document. Check learners have understood the importance of risk assessments and contingency planning and that they are confident creating a risk assessment by leading a class discussion.
- You could arrange for a guest speaker to come in and discuss how best to respond to an emergency in an OAA setting. The guest speaker should be a first-aid trained OAA leader. Learners need to understand the role of the first aider and procedures they need to follow in the event of an emergency. They need to understand the importance of updating information about your location when working/participating in the outdoor environment.
- Introduce learners to the roles and responsibilities of an OAA leader. In pairs, ask learners to research the roles and responsibilities of an OAA leader. Learners should produce an annotated poster or leaflet, which includes information about and examples of roles (instructor, teacher, guide, adviser, entertainer) and responsibilities (promoting inclusion and equality, promoting respect for the environment, maintaining safety, promoting outdoor activity). Follow up the paired research with a class discussion.
- Introduce learners to the different types of learning that are promoted through participation in outdoor adventurous activities. Consider experiential learning, personal development, team building, problem solving and skills and techniques acquisition (specific to outdoor and adventurous activities).
- You could use a practical activity session to allow learners to take part in skills and techniques (specific to OAA) while experiencing different types of learning. For example, learners should experience learning new skills and techniques by doing them (hands on), by being shown them (but not allowed to practise) and by



problem solving to discover which type of learning they are best suited to. Learners should be able to experience tasks that will allow personal development, team building and problem solving. The following links give some good examples of team building tasks:

- <http://www.lionsclubs.org/resources/EN/pdfs/icebreakers.pdf>
- <http://www.nsrph.com/downloads/Group-Warmup-and-Team-Building-Activities.pdf>
- <http://www.who.int/cancer/modules/Team%20building.pdf>
- Learners could spend a lesson reviewing learning aim B with the use of the internet, books, journals and magazines. They could also continue work on assignment 1 (which incorporates learning aims A and B).

Learning aim C – Develop skills and techniques in outdoor and adventurous activities through practical participation

- Learners should take part in a range of outdoor and adventurous activities to enable them to develop skills and techniques. During these sessions, learners should be able to demonstrate soft skills (communication, patience, motivation, determination, adaptability, problem solving, cooperation), demonstrate physical and skill-related components of fitness (muscular and aerobic endurance, strength, flexibility, agility, power, balance, coordination) and demonstrate activity-specific techniques in land-based activities and water-based activities.
- Introduce learners to the social, physical and psychological benefits of participation in OAAs. In pairs, learners should be allocated either social, physical or psychological benefits of participation in OAAs and should produce a spider diagram or annotated poster on their allocated benefit. The pairs should then work through the additional two benefits (either social, physical or psychological) so that the posters contain information about all three types of benefits. Learners must include examples of the social benefits (building relationships, teamwork, communication, cooperation, negotiation, environmental appreciation and awareness), psychological benefits (self-confidence, patience, promoting self-expression, resilience, motivation, trust building, mindfulness) and physical benefits (endurance, flexibility, strength, balance, coordination). Check learning about the benefits of participation in OAAs by leading a class discussion.
- Recap the benefits of participation in specific outdoor and adventurous activities with the learners. Using the posters or spider diagrams produced in the previous lesson, pairs should develop and extend this work to include links between specific outdoor activities and physical, social and psychological benefits. Learners should include examples from a range of OAA activities (e.g., climbing – building trust, developing communication and challenging motivation; sailing – developing team work, developing coordination and encouraging self-reliance).
- Learners could spend a lesson reviewing the work learned in learning aim C and, with the use of the internet, books, journals and magazines, prepare notes for assignment 2.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

- Unit 4: Sports Leadership
- Unit 23: Skill Acquisition in Sport
- Unit 28: Environmental Sustainability for Outdoor and Adventurous Activities

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Pearson Sport Textbook

Pike ECJ, *Outdoor Adventure and Social Theory*, Routledge, 2013 ISBN 0415532671 – This book contains information about the importance and benefits of outdoor activities.

Stafford-Brown J and Rea S, *BTEC National Sport: Development, Coaching and Fitness* (Second Revised Edition), Hodder Education, 2010 ISBN 1444136720 – This textbook has useful information about leadership, safety, risk assessment and contingency planning.

Websites

Teamwork task links may be useful for group activities.

<http://www.lionsclubs.org/resources/EN/pdfs/icebreakers.pdf> – provides information about icebreakers, team building activities and energizers.

<http://www.nsrph.com/downloads/Group-Warmup-and-Team-Building-Activities.pdf> – provides information on group warm-up and team-building activities.

<http://www.who.int/cancer/modules/Team%20building.pdf> – provides information on team building.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.



Unit 28: Environmental Sustainability for Outdoor and Adventurous Activities

Delivery guidance

Approaching the unit

This unit encourages learners to develop knowledge of the impact of outdoor and adventurous activities on the environment. Learners will look at the benefits of safeguarding sustainability and strategies that might be used to promote it. They will research legislation and organisations that are vital for ensuring sustainability. Learners will plan, prepare and undertake a sustainability project to enable them to understand the large amount of work that goes into protecting the environment.

On completion of the project, learners will review their own performance and the success of the project. You could deliver this unit using a mix of theory (to introduce learners to the topics listed in the unit content), visits, guest speakers (to enable learners to apply the theoretical concepts they have learned) and practical sessions. Learners need to be able to understand that participation in outdoor and adventurous activities is reliant on the environment around them and must consider the importance of developing strategies and projects that help protect the environment.

Delivering of learning aims

Learning aim A

'Explore the impact of recreational use on the environment and the benefits of a sustainable approach'. This learning aim could be covered using a number of methods, including independent research, visits and use of guest speakers. Group discussion will enable learners to reflect on activities. Mind mapping with the class is a useful way of developing their understanding of the impact of outdoor activities on the environment and the benefits and strategies of adopting a sustainable approach.

Visits to outdoor activity areas and centres will enable learners to develop key study and employability skills and will help to make the theory they are learning relevant.

Learning aim B

'Investigate the organisations and legislation associated with protecting the countryside for recreational use'. To deliver this learning aim, you could use a number of methods, including independent research, group presentations and visits. Learners should research the different organisations involved in conserving the countryside. They must also develop a knowledge of the legislation currently in place to help protect the countryside.

Group discussion will enable learners to reflect on activities and will develop their knowledge of organisations and legislation involved with sustainability. Tutor-led delivery may be used to further support theoretical understanding of the legislation designed to help conserve the countryside.



Learning aim C

'Carry out an environmental sustainability project to help protect the countryside from outdoor and adventurous activity use'. This learning aim requires learners to plan and prepare for an environmental sustainability project, which they will then undertake and review. Learners should be given the opportunity to work in small groups, with guidance and assistance when needed, to help them develop their environmental projects. When they have completed their projects, they must evaluate them by gathering feedback from tutors, peers and third parties. They should undertake a SWOT (strengths, weaknesses, opportunities and threats) analysis and should consider the strengths of their projects and areas for improvement.

Assessment model (internally assessed units)

Learning aim	Key content areas	Recommended assessment approach
A Explore the impact of recreational use on the environment and the benefits of a sustainable approach	A1 Effects of recreational use on the environment A2 Benefits of adopting a sustainable approach A3 Strategies for encouraging sustainability	A written document giving examples of the effects of recreational use on the countryside, the organisations and legislation involved in protecting our countryside, and the benefits of adopting a sustainable approach, including strategies for encouraging it
B Investigate the organisations and legislation associated with protecting the countryside for recreational use	B1 Organisations involved in conserving the countryside B2 Legislation designed to help conserve the countryside	
C Carry out an environmental sustainability project to help protect the countryside from outdoor and adventurous activity use	C1 Planning and preparing for an environmental sustainability project C2 Undertaking an environmental sustainability project C3 Reviewing an environmental sustainability project	A written review of the effectiveness of an environmental sustainability project, including learners' role in the project



Assessment guidance

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, A.D1, B.D2)

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

To support a successful outcome, it will be beneficial for the learners to practise preparing for their assignments so that they are familiar with what they are expected to produce. You should also ensure that the learners are familiar with the key terms typically used in assessment for this unit.

It is recommended you follow the suggested assignment format detailed in the unit specification.

It is suggested that learning aims A and B are assessed via a written document. Learners should give examples of the effects of recreational use on the countryside, the organisations and legislation involved in protecting our countryside, and the benefits of adopting a sustainable approach, including strategies for encouraging it.

It is suggested that learning aim C is assessed via a written review of the effectiveness of an environmental sustainability project carried out by the learner. Learners will select an environmental project and will work in small groups. They will need to plan and prepare a project encouraging sustainable environmental use during outdoor and adventurous activities. Once the project is completed, learners will need to evaluate their individual performance and their role within their team. They will need to complete a review of their project's success in encouraging sustainable environmental practices and identify areas for improvement.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 28: Environmental Sustainability for Outdoor and Adventurous Activities

Introduction

This unit allows learners to develop knowledge of the environmental damage that can be caused by outdoor and adventurous activities. Learners will explore the benefits of safeguarding environmental sustainability and strategies that might be used to promote it.

Learning aim A – Explore the impact of recreational use on the environment and the benefits of a sustainable approach

- Outline the nature of the learning aims and the number of assignments that learners will be expected to complete. Introduce learners to the effects of recreational use on the environment. Share examples from learner's own experiences.
- Ask learners to produce a spider diagram that includes information about the effects on the environment of recreational OAA use. Learners must include examples of erosion of terrain, damage to flora, disruption to wildlife (visual, by sound, by smell), pollution of water, waste left behind and development of facilities to service recreational activities. Learners should include examples of land, air and water-based OAAs. Complete the activity by leading a class discussion about the findings from the individual research.
- You could arrange a visit to an outdoor activity area/environment. Learners should be able to observe erosion of terrain, damage to flora, disruption to wildlife, pollution to water, waste left behind and how the development of facilities for recreational activities has impacted upon the area/environment.
- Present to learners the benefits of adopting a sustainable approach. In pairs, ask learners to mind map the physical benefits to the countryside of a sustainable approach, including less erosion, less pollution, less disturbance of plant and wildlife. Learners should consider observations from their visit in the previous lesson. You could discuss the spider diagrams with learners. Which approaches are common and which are specific to land, water or air-based activities?
- Next, learners could extend their spider diagrams by adding information about the social and economic benefits of a sustainable approach. They should consider increased economic benefits to surrounding areas, increased capacity for the activity and the possible social benefits associated with continued access. Complete the activity by leading a class discussion about the findings of the individual activity. Consider the environmental, economic and social impacts and benefits of sustainability.
- You could organise a visit to an outdoor activity area/environment to observe a sustainable environmental approach in action. Learners should be able to observe the physical benefits to countryside: less erosion, less pollution, less disturbance of plant and wildlife, increased economic benefits to surrounding areas, increased capacity for activity and the social benefits associated with continued access. Discuss what strategies for encouraging sustainability learners notice during the visit.
- In pairs, learners should produce a leaflet explaining different strategies that can be used to encourage sustainability. Learners should include examples of educating recreational users about sustainability, erosion prevention, the use of signs and



notices, restricted access (by number of persons or seasonal) and replanting of plants and trees. You could summarise and check learner's knowledge and understanding with a class discussion.

- You could invite a guest speaker into the centre. This should be someone who works in the outdoor and adventurous activity (OAA) industry. The guest speaker should talk about strategies for encouraging sustainability that they use and have experience of in the industry.
- You could arrange a visit to an outdoor activity area/environment. Learners should observe the different strategies used to encourage sustainability. For example, erosion prevention (reinforced footpaths, reinforced river banks), signs and notices, restricted access (by number of persons or seasonal) and replanting of plants and trees.
- Learners could spend a lesson reviewing the work learned in learning aim A and, with the use of the internet, books, journals and magazines, prepare notes for assignment 1.

Learning aim B – Investigate the organisations and legislation associated with protecting the countryside for recreational use

- Introduce learners to the organisations involved in conserving the countryside:
 - Statutory: local authorities, National Park Authorities, English Heritage, Scottish National Heritage, Countryside Council for Wales, Natural England
 - Voluntary: National Trust, The Conservation Volunteers (TCV), Royal Society for the Protection of Birds (RSPB), Friends of the Earth, Greenpeace
 - Private: Water authorities, landowners.
- Ask learners to work in pairs; allocate each pair one of the organisations you have discussed. Each pair should produce a PowerPoint presentation that they can deliver to the group in the next lesson. The PowerPoint should give some background information about the organisation the pairs are researching and should outline the work the organisation does in order to help conserve the countryside.
- Introduce learners to the legislation designed to help conserve the countryside: National Parks and Access to Countryside Act 1949, Wildlife and Countryside Act 1981, Environment Act 1995, Criminal Justice and Public Order Act 1994, Countryside and Rights of Way Act 2000. Ask learners to work in small groups. Allocate each group a different legislation and ask them to research the legislation they have been given. All groups should produce a PowerPoint presentation that they can deliver to other groups in the next lesson, which addresses what the legislation is, how it impacts upon OAAs and how it aims to conserve the countryside. Lead a class discussion to check learners have understood what legislation is in place to protect the countryside. Ensure all learners have a copy of the PowerPoint notes from each presentation and so each individual has notes on all legislation and not just on the one they researched.
- Introduce learners to the classification orders designed to help conserve the countryside: Area of Outstanding Natural Beauty (AONB), Site of Specific Scientific Interest (SSSI), National Nature Reserves (NNRs), Department for Environment, Food and Rural Affairs (Defra) initiatives (countryside stewardship schemes), National Parks, Public Rights of Way (PROW). Lead a class discussion mind mapping each of the classification orders. Consider why they came to be and how they help to conserve the countryside. Ask learners to work in pairs to come up with some examples of places they know that have been classified and get them to produce a spider diagram showing how the classification has helped preserve the environment in their chosen places. Follow up the paired work with a class discussion sharing the examples learners have thought about.
- Learners could spend time reviewing the work learned in learning aim B and, with the use of the internet, books, journals and magazines, prepare notes for



assignment 1.

Learning aim C – Carry out an environmental sustainability project to help protect the countryside from outdoor and adventurous activity use

- Introduce learners to the purpose of environmental sustainability projects, their aims, objectives and possible constraints.
- Ask learners to work in pairs, to begin researching ideas for their environmental sustainability projects. Learners should identify a project that will help to protect the countryside from outdoor and adventurous activity use. Learners should consider OAAs that are land, air and water-based. Follow up the paired research with a class discussion to check learners' understanding. Give learners a chance to ask questions about their projects.
- Allow learners time to select their groups, decide on their project type and consider the aims and objectives of their projects. As they begin to plan their projects, they should consider aims and objectives, constraints (budget, resource, personnel, time, prevailing conditions), responsibilities of team members, safety considerations, how they will manage progress and ensure completion of their projects and contingency plans. You could allow learners time to allocate team roles within their groups.
- Learners should take part in team building tasks to gain first-hand experience of the responsibilities of working in a team and leading a team. Learners should be able to experience tasks that will allow personal development and develop team building and problem-solving skills. The following links might be useful for team building exercises:
 - <http://www.lionsclubs.org/resources/EN/pdfs/icebreakers.pdf>
 - <http://www.nsrph.com/downloads/Group-Warmup-and-Team-Building-Activities.pdf>
 - <http://www.who.int/cancer/modules/Team%20building.pdf>
- You could invite a guest speaker into the centre. This should be someone who works on environmental sustainability projects for outdoor and adventurous activities. They should talk about their experience working on environmental sustainability projects and how they plan and put together a project. Finish the activity by leading a class discussion about the findings from the guest speaker.
- Discuss with learners how they will demonstrate the following skills when carrying out their environmental sustainability project: teamwork, communication, cooperation, patience, motivation, listening, negotiation. Discuss with learners how they will demonstrate task-orientated skills: safety considerations, planning, organisation, budget control, safety awareness.
- Introduce learners to different methods of reviewing their environmental sustainability project. Consider SWOT (strengths, weaknesses, opportunities, threats) analysis; aims and objectives; personal responsibilities; gathering feedback from tutors, peers, third parties; identifying strengths and areas for improvement and SMARTER (specific, measurable, achievable, realistic, timed, enthusiastic, recordable) targets.
- Ask learners to work in pairs to research the different methods of reviewing their projects discussed last lesson (mentioned above).
- Learners could spend time reviewing the work learned in learning aim C and, with the use of the internet, books, journals and magazines, begin work on their projects.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

- Unit 22: Investigating Business in Sport and the Active Leisure Industry
- Unit 27: Principles and Practices for Outdoor and Adventurous Activities

Resources

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Textbooks

Pearson Sport Textbook

Pike ECJ, *Outdoor Adventure and Social Theory*, Routledge, 2013 ISBN 0415532671 – This book has information about the role of outdoor education and environmental issues.

Stafford-Brown J and Rea.S, *BTEC National Sport: Development, Coaching and Fitness* (Second Revised Edition), Hodder Education, 2010 ISBN 1444136720 – This book has useful information about planning and carrying out projects.

Websites

<http://www.legislation.gov.uk/ukpga/1990/43/contents> – Legislation.gov.uk – This website has information about the Environmental Protection Act 1990.

<http://www.lionsclubs.org/resources/EN/pdfs/icebreakers.pdf> – provides information about icebreakers, team building activities and energizers.

<http://www.nsrph.com/downloads/Group-Warmup-and-Team-Building-Activities.pdf> – provides information on group warm-up and team-building activities.

<http://www.who.int/cancer/modules/Team%20building.pdf> – Teamwork tasks may be useful when delivering learning aim C, working as part of a team.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.