

Pearson BTEC Level 3 Nationals in Sporting Excellence and Performance



Specification

Extended Certificate, Diploma and Extended Diploma
in Sporting Excellence and Performance

First teaching from September 2019

First certification from 2020

Issue 5

Pearson

BTEC Level 3 Nationals

Extended Certificate in Sporting Excellence and Performance

Diploma in Sporting Excellence and Performance

Extended Diploma in Sporting Excellence and Performance

Specification

First teaching September 2019

Issue 5

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

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This specification is Issue 5. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Welcome

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

Why are BTECs so successful?

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

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

We have addressed these requirements with:

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

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

A word to learners

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

Good luck, and we hope you enjoy your course.

Collaborative development

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

Employers, partners and professional bodies and higher education providers that have worked with us include:

- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)*
- The Register of Exercise Professionals (REPs)*
- The UK Anti-Doping (UKAD).



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

Summary of Pearson BTEC Level 3 Nationals in Sporting Excellence and Performance specification Issue 5 changes

| Summary of changes made between previous issue and this current issue | Page number |
|---|----------------------------------|
| A sentence has been added to notify that Units A, B, 1, 4, C1, C2 and E can be complemented by the Sport + 2019 Learning Hub. | Page 6 |
| A bullet point was added under subsection <i>Internally-assessed units</i> to draw attention to <i>Appendix 1</i> for additional suggestions and support. | Page 7 |
| Under subsection <i>Language of assessment</i> reference has been added to the availability of these qualifications in Welsh. | Page 8 |
| In section 1 <i>Qualification purpose</i> subsections <i>What could this qualification lead to?</i> for each qualification have been reworded to clarify that the qualifications attract UCAS Tariff points. | Pages 11, 12 and 14 |
| In <i>Unit E: Research Project in Sport (Pearson-set)</i> the <i>Essential information for assignments</i> section has been reworded for clarity. | Page 125 |
| Changes made to <i>Unit 4: Nutrition for Physical Performance</i> wording in sections <i>Unit introduction</i> , <i>Content</i> for areas C1, C2, <i>Assessment criteria</i> for C.M3, <i>Essential information for assessment decisions</i> section for Learning aims A, B and C under merit standard for clarity. | Pages 139, 143, 144, 146 and 148 |
| Changes made to <i>Unit 15: Ethical and Current Issues in Sport</i> wording in <i>Content</i> section under A2 for clarity. | Page 195 |
| Change made to <i>Unit 22: Sports Law and Legislation</i> in <i>Summary of unit</i> section under Learning aim C for to replace 'doping' with 'anti-doping'. | Page 253 |
| In section 10 <i>Resources and support</i> subsections <i>Schemes of work and Study skills activities</i> have been removed and a link to the Learning Hub has been added. | Page 298 |

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

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Introduction to BTEC National qualifications for the sporting excellence and performance sector

This specification contains the information you need to deliver Pearson BTEC Level 3 Nationals in Sporting Excellence and Performance. The specification signposts you to additional handbooks and policies. It includes all the units for the qualifications.

The qualifications are part of the suite of sporting excellence and performance qualifications offered by Pearson. In the suite, there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations.

These qualifications are intended to be taken by learners who are training or competing, at an elite level, in a sport with a recognised National Governing Body and/or have contract links with professional sports bodies, where the programme of study involves performance in regular organised competitive sport, with the intended purpose of progression to employment as an elite performer, or in elite performance.

Centres have access to appropriate sports facilities, suitable delivery staff and access to sports specific coaching staff to deliver a performance programme of this nature.

Centres will need to apply for qualification approval via the approval process at Pearson. On receipt of this, a panel at Pearson will review the application and approval will be granted or not approved. The criteria needs to be adhered to and maintained and is subject to be checked annually by Standards Verifiers. If this is not met, approval and certification may be withdrawn.

Centres who do not meet these requirements should consider a more appropriate qualification for their learners, such as the BTEC Nationals in Sports Coaching and Development, BTEC Nationals in Sport, Fitness and Personal Training, BTEC Nationals in Sport or BTEC Nationals in Sport and Outdoor Activities.

There are new staffing requirements for the teacher, Assessor and Internal Verifier for *Unit C2: Fitness Skills Development*. Please refer to *Section 4 Planning your programme* for further information.

All qualifications in the suite share some common units and assessments, allowing learners some flexibility in moving between sizes. The qualification titles are given below.

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

In the Sporting Excellence and Performance sector, the qualifications are:

- Pearson BTEC Level 3 National Extended Certificate in Sporting Excellence and Performance (603/4922/0)
- Pearson BTEC Level 3 National Diploma in Sporting Excellence and Performance (603/4923/2)
- Pearson BTEC Level 3 National Extended Diploma in Sporting Excellence and Performance (603/4924/4)

The Extended Certificate (360 GLH), (720 GLH) and Extended Diploma (1080 GLH) qualifications in Sporting Excellence and Performance are not currently recognised for performance measures and are primarily intended for progression to employment.

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

In the sports sector, these qualifications are:

- Pearson BTEC Level 3 National Certificate in Sport (603/0458/3)
- Pearson BTEC Level 3 National Extended Certificate in Sport (601/7218/6)
- Pearson BTEC Level 3 National Foundation Diploma in Sport (601/7220/4)
- Pearson BTEC Level 3 National Diploma in Sport (603/0460/1)
- Pearson BTEC Level 3 National Extended Diploma in Sport (603/0459/5).

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

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

Total Qualification Time

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

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

BTEC Nationals have been designed around the number of hours of guided learning expected. Each unit in these qualifications has a GLH value of 60, 90, 120 or 180. There is then a total GLH value for the qualification.

Each qualification has a TQT value. This may vary in sectors and across the suite, depending on the nature of the units in each qualification and the expected time for other required learning. The following table shows all the qualifications in this sector and their GLH and TQT values.

Qualifications, sizes and purposes at a glance

| Title | Size and structure | Summary purpose |
|---|--|--|
| Pearson BTEC Level 3 National Extended Certificate in Sporting Excellence and Performance* | 360 GLH (480 TQT) Equivalent in size to one A Level. Three units, all of which are mandatory. Mandatory content (100%). | This is intended for post-16 learners who want to progress directly to employment as a sports performer or to work in a sports performance organisation. When studied alongside other Level 3 qualifications as part of the study programme, it also supports progression to a range of higher-education courses. |
| Pearson BTEC Level 3 National Diploma in Sporting Excellence and Performance* | 720 GLH (890 TQT) Equivalent in size to two A Levels. There are five mandatory units. Learners complete one optional unit totalling 120 GLH or two optional units totalling 60 GLH each. Mandatory content (83%). | This is intended for post-16 learners who want to progress directly to employment as a sports performer or to work in a sports performance organisation. When studied alongside another Level 3 qualification as part of the study programme, it supports progression to higher education programmes related to sport. |
| Pearson BTEC Level 3 National Extended Diploma in Sporting Excellence and Performance* | 1080 GLH (1455 TQT) Equivalent in size to three A Levels. There are seven mandatory units. Learners complete 300 GLH of optional units. Mandatory content (72%). | This is intended for post-16 learners who want to progress directly to employment as a sports performer or to work in a sports performance organisation. Additionally, the breadth of the optional content in the qualification allows learners to widen their progression opportunities. Learners may progress to a number of different higher-education courses. |

*These qualifications are not eligible for performance tables in England.

Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structures for these Pearson BTEC Level 3 Nationals in Sporting Excellence and Performance are shown in *Section 2 Structure*. **You must refer to the full structure for the relevant qualification to select units and plan your programme.**

Key

| | | | |
|----------|------------------------|----------|-----------------------|
| M | Mandatory units | O | Optional units |
|----------|------------------------|----------|-----------------------|

| Unit (number and title) | Unit size (GLH) | Extended Certificate (360 GLH) | Diploma (720 GLH) | Extended Diploma (1080 GLH) |
|--|-----------------|--------------------------------|-------------------|-----------------------------|
| A Careers in the Sport and Active Leisure Industry | 90 | M | M | M |
| B Health, Wellbeing and Sport | 90 | M | M | M |
| C1 Developing Coaching Skills* | 180 | | | O |
| C2 Fitness Skills Development* | 180 | | | O |
| C3 Professional Sports Performer | 180 | M | M | M |
| D3 Applied Anatomy and Physiology for Professional Performance | 180 | | M | M |
| E Research Project in Sport (Pearson-set)* | 120 | | O | M |
| 1 Sport Development | 60 | | O | O |
| 4 Nutrition for Physical Performance | 60 | | M | M |
| 7 Functional Sports Massage | 60 | | O | O |
| 11 Rules, Regulations and Officiating in Sport | 60 | | O | O |
| 13 Influence of Technology in Sport and Physical Activity | 60 | | O | O |
| 14 Organising Events in Sport and Physical Activities | 60 | | O | O |
| 15 Ethical and Current Issues in Sport | 60 | | O | O |
| 16 Marketing Communications | 60 | | | O |
| 17 Corporate Social Responsibility in Sport | 60 | | | O |

| Unit (number and title) | Unit size (GLH) | Extended Certificate (360 GLH) | Diploma (720 GLH) | Extended Diploma (1080 GLH) |
|---|------------------------|---------------------------------------|--------------------------|------------------------------------|
| 18 Sport and Leisure Facility Operations | 60 | | | O |
| 19 Sports Tourism | 60 | | | O |
| 20 School Sport Delivery | 60 | | O | O |
| 22 Sports Law and Legislation | 60 | | O | O |
| 23 Psychology for Professional Sports Performance | 60 | | O | M |

*Unit C1: Developing Coaching Skills, Unit C2: Fitness Skills Development and Unit E: Research Project in Sport can only be taken in the second year.

Units A, B, 1, 4, C1, C2 and E can be complemented by the Sport + 2019 Learning Hub <https://www.pearson.com/uk/web/learning-hub.html> Digital solution.

Qualification and unit content

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

Each qualification in the suite has its own purpose. The mandatory and optional content provides a balance of breadth and depth, while retaining a degree of choice for individual learners to study content relevant to their own interests and progression choices. Also, the content may be applied during delivery in a way that is relevant to local employment needs.

The proportion of mandatory content ensures that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued. Learners are expected to show achievement across mandatory units as detailed in *Section 2*.

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

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

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

Assessment

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

Internally-assessed units

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

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

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate processes
- review *Appendix 1* for additional suggestions and support.

You should be aware of the specific assessment requirements for *Unit E: Research Project in Sport (Pearson-set)*. More information is given in the *Pearson-set Theme and Topic Release* document and the *Pearson-set Assignment Guidance* document, both available on our website.

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

Synoptic assessment

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

Externally-assessed units

There are no externally-assessed units in this qualification. All units are internally assessed.

Language of assessment

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

Grading for units and qualifications

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

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

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

UCAS Tariff points

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

1 Qualification purpose

Pearson BTEC Level 3 Nationals in Sporting Excellence and Performance

UK Sport (2018) reported that, six years after London hosted the Olympic Games, the nation is still seeing enhanced economic impacts. Research carried out by Sheffield Hallam University's Sports Industry Research Centre for UK Sport (2017) found that the value of Olympic and Paralympic Sport was £19 billion, rising to £30 billion if the wider supply chain is included. The study also stated that this sector of the sport industry now generates consumer spending of around £20 billion and provides employment for more than 620,000 people (480,000 full-time equivalent) across the country.

The need for high-quality training of the sporting excellence and performance workforce is imperative in supporting the growth and continued success of sport in the UK, with many roles linking directly to sports performance and elite sports performance at Level 3 to Level 6 plus.

This suite of qualifications has embedded industry accreditation, allowing learners to progress directly to work in the sector or to further study.

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

Pearson BTEC Level 3 National Extended Certificate in Sporting Excellence and Performance

The Pearson BTEC Level 3 National Extended Certificate in Sporting Excellence and Performance, which is 360 GLH, is a qualification for post-16 learners. The qualification is equivalent in size to one A Level and is aimed at learners looking to progress to employment as a sports performer by demonstrating excellence in a particular sport. It is common for learners who are completing the Sporting Excellence Apprenticeship Standard to complete this qualification as a part of their on-programme learning to meet the standard. Learners may also take the qualification alongside A Levels or other vocational qualifications. For example, they may take the Pearson BTEC Level 3 National Extended Certificate in Sporting Excellence and Performance alongside a Pearson BTEC Level 3 National Diploma in Travel and Tourism or Business or, alternatively, alongside A Levels in mathematics and biology.

The qualification can also be used to complement study for potential athletes, for example those who have been identified by national governing bodies as showing talent and whose sport is not able to pay them an apprentice wage. This qualification also supports learners' entry to the elite sport sector through working with top sports performers.

Who is this qualification for?

The Pearson BTEC Level 3 National Extended Certificate in Sporting Excellence and Performance is intended for post-16 learners who want to progress to a career in sporting excellence and performance. This qualification is aimed at learners who are recruited to a sports academy who, for example, may be enrolled on a Sporting Excellence Professional Apprenticeship and/or A Levels and/or other vocational qualifications. Being recruited to a sports academy will help to future proof the learner's career as a sports performer as professional playing careers are relatively short and learners will benefit from having other career options when they retire from professional sport. This qualification is also suitable for those wishing to progress to higher education.

What does this qualification cover?

The content of this qualification has been developed in consultation with employers and professional bodies. The content is predominantly derived from the Sporting Excellence Apprenticeship Standard and also includes sector-wide knowledge and skills that can support employment in sporting excellence and performance. We also consulted higher-education institutions to ensure that the qualification allows progression for those aspiring to higher-level study.

Learners taking this qualification will study three mandatory units:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit B: Health, Wellbeing and Sport
- Unit C3: Professional Sports Performer.

These units provide the underpinning knowledge, skills and behaviours needed for working in the sports industry. Learners undertake a personal audit after developing their understanding of the structure of the industry and of the wide range of organisations in it. They explore positive and negative lifestyle factors that affect health and wellbeing. They also investigate the technical, tactical, physiological and psychological requirements of performing at the highest level. Learners undertake a performance analysis while investigating the coping and management strategies required for engaging with top-level sport. This allows them to actively develop and hone both the skills and behaviours required for working in the performance environment. The *Professional Sports Performer* unit is 180 GLH and enables a holistic delivery where learners bring together a range of knowledge, skills and behaviours and apply them to a practical environment, mirroring a real working environment.

What could this qualification lead to?

This qualification is aimed primarily at those wishing to pursue a career as a professional sports performer. It may also be suitable for a performer whose second career choice is to work in the performance sport industry. The qualification can enable a learner to progress to a degree apprenticeship or higher apprenticeship.

The qualification attracts UCAS tariff points and is recognised by higher-education providers as contributing to entry requirements for many related courses. When combined with other qualifications in a two-year, full-time study programme, learners can progress to higher-education degree programmes, such as a BSc (Hons) in Sport Performance Analysis and a BA (Hons) in Sports Studies.

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

Pearson BTEC Level 3 National Diploma in Sporting Excellence and Performance

The Pearson BTEC Level 3 National Diploma in Sporting Excellence and Performance, which is 720 GLH, is a qualification for post-16 learners. The qualification is equivalent in size to two A Levels and may be taken alongside another vocational qualification in a two-year, full-time study programme. The qualification is mapped to the Sporting Excellence Apprenticeship Standard. The qualification is not exclusively for apprentices and can be studied by a performer who is deemed to have the potential to be a professional in a sport that is unable to pay an apprentice wage. The qualification may also be suitable for a performer whose second career choice is to work in the performance sport industry. The qualification enables learners to progress to a degree apprenticeship or a higher education programme of study.

Who is this qualification for?

The Pearson BTEC Level 3 National Diploma in Sporting Excellence and Performance is intended for post-16 learners who want to progress to a career in sporting excellence and performance. The qualification can be taken in an academy environment to help to develop performance skills. Where learners wish to progress to higher education, the qualification may also be taken alongside an A Level or an additional vocational qualification.

What does this qualification cover?

The content of this qualification has been developed in consultation with employers, educational institutions and professional bodies. It is derived predominantly from the Sporting Excellence Apprenticeship Standard. We consulted higher-education institutions to ensure that the qualification allows appropriate progression for those aspiring to higher-level study.

Learners taking this qualification will study five mandatory units:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit B: Health, Wellbeing and Sport
- Unit C3: Professional Sports Performer
- Unit D3: Applied Anatomy and Physiology for Professional Performance
- Unit 4: Nutrition for Physical Performance.

These units provide the underpinning knowledge, skills and behaviours needed for working in the sports industry. Learners undertake a personal audit after developing their understanding of the structure of the industry and of the wide range of organisations in it. They explore positive and negative lifestyle factors that affect health and wellbeing. They also investigate the technical, tactical, physiological and psychological requirements of performing at the highest level. Learners undertake a performance analysis while investigating the coping and management strategies required for engaging with top-level sport. This allows learners to actively develop and hone both the skills and behaviours required for working in the sporting excellence and performance environment. The Professional Sports Performer unit is 180 GLH and enables a holistic delivery where learners bring together a range of knowledge, skills and behaviours and apply them to a practical environment situation, mirroring a real working environment.

To help learners develop their understanding of the possibilities and limitations of human sporting performance, learners will gain an in-depth understanding of the human body and its response to exercise. They will also study nutrition for physical performance to explore how nutritional strategies can support and enhance sporting performance. Learners can also take 120 GLH of optional units to help to further their understanding of related areas in the sport sector, such as sports law and legislation and sport tourism. Alternatively, learners may carry out a research project to develop their research skills for use in the workplace and higher education.

What could this qualification lead to?

This qualification is aimed primarily at those who wish to pursue a career as a professional sports performer. The qualification may also be suitable for a performer whose second career choice is to work in the performance sport industry. It enables learners to progress to a degree apprenticeship or higher apprenticeship.

The qualification attracts UCAS tariff points and is recognised by higher-education providers as contributing to entry requirements for many related courses. When combined with another qualification, such as an A Level or a Pearson BTEC Level 3 National Extended Certificate, in a two-year, full-time study programme, learners can progress to higher-education degree programmes, such as a BSc (Hons) in Sport Performance Analysis and a BA (Hons) in Sports Studies.

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

Pearson BTEC Level 3 National Extended Diploma in Sporting Excellence and Performance

The **Pearson BTEC Level 3 National Extended Diploma in Sporting Excellence and Performance**, which is 1080 GLH, is a qualification for post-16 learners. The qualification is equivalent in size to three A levels. It is mapped to the Sporting Excellence Apprenticeship Standard. It is not exclusively for apprentices and may be used for a performer who is deemed to have the potential to be a professional in a sport that is unable to pay an apprentice wage. It may also be suitable for a performer whose second career choice is to work in the performance sport industry. The qualification will also enable a learner to progress to higher education as a secondary purpose. There are a wide range of optional units to choose from, enabling a learner to select additional specialisms to support progression to higher education or to a US scholarship in a specific sport such as football.

Who is this qualification for?

The Pearson BTEC Level 3 National Extended Diploma in Sporting Excellence and Performance is intended for post-16 learners who want to progress to a career in sporting excellence and performance and who may also wish to progress to higher education.

What does this qualification cover?

The content of this qualification has been developed in consultation with employers, educational institutions and professional bodies. It is predominantly derived from the Sporting Excellence apprenticeship standard. We consulted higher-education institutions to ensure that the qualification allows appropriate progression for those aspiring to higher-level study.

Learners taking this qualification will study seven mandatory units:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit B: Health, Wellbeing and Sport
- Unit C3: Professional Sports Performer
- Unit D3: Applied Anatomy and Physiology for Professional Performance
- Unit E: Research Project in Sport (Pearson-set)
- Unit 4: Nutrition for Physical Performance
- Unit 23: Psychology for Professional Sports Performance.

These units provide the underpinning knowledge, skills and behaviours required for working in the sports industry. Learners undertake a personal audit after developing their understanding of the structure of the industry and of the wide range of organisations in it. They explore positive and negative lifestyle factors that affect health and wellbeing. Learners also investigate the technical, tactical, physiological and psychological requirements of performing at the highest level. Learners undertake a performance analysis while investigating the coping and management strategies required for engaging with top-level sport. This will allow learners to actively develop and hone both the skills and behaviours required for working in the performance environment. The Professional Sports Performer unit is 180 GLH and enables holistic delivery where learners bring together a range of knowledge, skills and behaviours, and apply them to a practical environment situation, mirroring a real working environment.

Learners will gain an in-depth understanding of the human body and its response to exercise to help develop their understanding of the possibilities and limitations of human sporting performance. To explore how nutritional strategies can support and enhance sporting performance, learners will study nutrition for physical performance.

Learners can take optional units that total 300 GLH, including Unit C1: Developing Coaching Skills and *Unit C2: Fitness Skills Development*. *Unit C1: Developing Coaching Skills* is fully mapped to the Chartered Institute of Management for Sport and Physical Activity (CIMSPA) Assistant Coach professional standards, therefore enabling access to a coaching job role as a second career option. Similarly, *Unit C2: Fitness Skills Development* is fully mapped to the Register of Exercise Professionals (REPs) and CIMSPA Gym Instructor professional standards, enabling employment in the fitness industry. Learners can also choose to take optional units to help further their understanding of other related areas in the sport sector such as sports law and legislation and sport tourism, or business-related units to help inform progression decisions for employment or higher education.

What could this qualification lead to?

This qualification is aimed primarily at those wishing to pursue a career as a professional sports performer. The qualification may also be suitable for a performer whose second career choice is to work in the performance sport industry. It enables learners to progress to a degree apprenticeship or higher apprenticeship.

Depending on the optional units that learners select, the qualification may also qualify them for employment as an assistant coach or gym instructor.

The qualification attracts UCAS Tariff points and is recognised by higher-education providers as meeting entry requirements for many related courses. The qualification on its own makes up a two-year, full-time study programme and supports learners in progressing to higher-education degree programmes, such as a BSc (Hons) in Sport Performance Analysis and a BA (Hons) in Sports Studies.

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

How do these qualifications provide employability skills?

In the BTEC Nationals in Sporting Excellence and Performance there are a number of opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referenced in this specification, we are generally referring to skills in the following three main categories.

- Cognitive and problem-solving skills: using critical thinking, approaching non-routine problems applying creative solutions.
- Interpersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation.
- Intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development.

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

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

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include the ability to learn independently, to research actively and methodically, to give presentations and to be an active group member.

BTEC learners can also benefit from opportunities for in-depth holistic study, where they are able to make connections between different areas of learning. BTEC Nationals provide a vocational context in which learners can develop the skills required for particular degree courses, including teamwork, project work, and presentation and analytical skills.

These qualifications attract UCAS Tariff points.

2 Structure

Qualification structure

Pearson BTEC Level 3 National Extended Certificate in Sporting Excellence and Performance

There are three mandatory units, which are internally assessed. Learners must achieve a Pass or above in all mandatory units.

| Pearson BTEC Level 3 National Extended Certificate in Sporting Excellence and Performance | | | | |
|--|--|------------|-------------------------------|---------------------|
| Unit number | Unit title | GLH | Type | How assessed |
| | Mandatory units – learners complete and achieve all units | | | |
| A | Careers in the Sport and Active Leisure Industry | 90 | Mandatory | Internal |
| B | Health, Wellbeing and Sport | 90 | Mandatory | Internal |
| C3 | Professional Sports Performer | 180 | Mandatory and Synoptic | Internal |

Pearson BTEC Level 3 National Diploma in Sporting Excellence and Performance

Mandatory units

There are five mandatory units, all of which are internally assessed. Learners must achieve a Pass or above in all mandatory units.

Optional units

Learners must complete one optional unit totalling 120 GLH or two optional units totalling 60 GLH each.

| Pearson BTEC Level 3 National Diploma in Sporting Excellence and Performance | | | | |
|---|---|------------|-------------------------------|--------------|
| Unit number | Unit title | GLH | Type | How assessed |
| Mandatory units – learners complete and achieve all units | | | | |
| A | Careers in the Sport and Active Leisure Industry | 90 | Mandatory | Internal |
| B | Health, Wellbeing and Sport | 90 | Mandatory | Internal |
| C3 | Professional Sports Performer | 180 | Mandatory and Synoptic | Internal |
| D3 | Applied Anatomy and Physiology for Professional Performance | 180 | Mandatory | Internal |
| 4 | Nutrition for Physical Performance | 60 | Mandatory | Internal |
| Optional units – learners complete one unit totalling 120 GLH or two units totalling 60 GLH each | | | | |
| E | Research Project in Sport (Pearson-set)* | 120 | Optional | Internal |
| 1 | Sport Development | 60 | Optional | Internal |
| 7 | Functional Sports Massage | 60 | Optional | Internal |
| 11 | Rules, Regulations and Officiating in Sport | 60 | Optional | Internal |
| 13 | Influence of Technology in Sport and Physical Activity | 60 | Optional | Internal |
| 14 | Organising Events in Sport and Physical Activities | 60 | Optional | Internal |
| 15 | Ethical and Current Issues in Sport | 60 | Optional | Internal |
| 20 | School Sport Delivery | 60 | Optional | Internal |
| 22 | Sports Law and Legislation | 60 | Optional | Internal |
| 23 | Psychology for Professional Sports Performance | 60 | Optional | Internal |

*Unit E: Research Project in Sport can only be taken in the second year.

Pearson BTEC Level 3 National Extended Diploma in Sporting Excellence and Performance

Mandatory units

There are seven mandatory units, all of which are internally assessed. Learners must achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least 300 GLH of optional units.

| Pearson BTEC Level 3 National Extended Diploma in Sporting Excellence and Performance | | | | |
|---|---|------------|-------------------------------|--------------|
| Unit number | Unit title | GLH | Type | How assessed |
| Mandatory units – learners complete and achieve all units | | | | |
| A | Careers in the Sport and Active Leisure Industry | 90 | Mandatory | Internal |
| B | Health, Wellbeing and Sport | 90 | Mandatory | Internal |
| C3 | Professional Sports Performer | 180 | Mandatory and Synoptic | Internal |
| D3 | Applied Anatomy and Physiology for Professional Performance | 180 | Mandatory | Internal |
| E | Research Project in Sport (Pearson-set)* | 120 | Mandatory | Internal |
| 4 | Nutrition for Physical Performance | 60 | Mandatory | Internal |
| 23 | Psychology for Professional Sports Performance | 60 | Mandatory | Internal |
| Optional units – learners must complete at least 300 GLH of optional units | | | | |
| C1 | Developing Coaching Skills* | 180 | Optional | Internal |
| C2 | Fitness Skills Development* | 180 | Optional | Internal |
| 1 | Sport Development | 60 | Optional | Internal |
| 7 | Functional Sports Massage | 60 | Optional | Internal |
| 11 | Rules, Regulations and Officiating in Sport | 60 | Optional | Internal |
| 13 | Influence of Technology in Sport and Physical Activity | 60 | Optional | Internal |
| 14 | Organising Events in Sport and Physical Activities | 60 | Optional | Internal |
| 15 | Ethical and Current Issues in Sport | 60 | Optional | Internal |
| 16 | Marketing Communications | 60 | Optional | Internal |
| 17 | Corporate Social Responsibility in Sport | 60 | Optional | Internal |
| 18 | Sport and Leisure Facility Operations | 60 | Optional | Internal |
| 19 | Sports Tourism | 60 | Optional | Internal |
| 20 | School Sport Delivery | 60 | Optional | Internal |
| 22 | Sports Law and Legislation | 60 | Optional | Internal |

*Unit C1: Developing Coaching Skills, Unit C2: Fitness Skills Development and Unit E: Research Project in Sport can only be taken in the second year.

Synoptic assessment

The mandatory synoptic assessment requires learners to apply learning from across the qualification to the completion of a defined vocational task. In the assessment for *Unit C3: Professional Sports Performer*, learners will apply their knowledge and understanding of the sector to analyse a variety of factors that contribute to the performance of professional sportspersons in order to assess performance outcomes.

In assessing the unit, assignments require learners to select from and apply their learning from across their programme.

Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. See *Section 4 Planning your programme* for more information.

3 Units

Understanding your units

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

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

| Section | Explanation |
|--------------------------|--|
| Unit number | The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification. |
| Unit title | This is the formal title that we always use and it appears on certificates. |
| Level | All units are at Level 3 on the national framework. |
| Unit type | This confirms that the unit is internally assessed. See structure information in <i>Section 2</i> for full details. |
| GLH | Units may have a GLH value of 180, 120, 90 or 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade. |
| Unit in brief | A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc. |
| Unit introduction | This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education. |
| Learning aims | These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 1</i> . |
| Summary of unit | This new section helps teachers to see at a glance the main content areas against the learning aims and the structure of the assessment. The content areas and structure of assessment are required. The forms of evidence given are suitable to fulfil the requirements. |
| Content | This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered. |

| Section | Explanation |
|---|--|
| Assessment criteria | <p>Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion.</p> <p>A full glossary of terms used is given in <i>Appendix 1</i>.</p> <p>All assessors need to understand our expectations of the terms used.</p> <p>Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.</p> |
| Essential information for assignments | <p>This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment, and how the assessment criteria should be used to assess performance.</p> |
| Further information for teachers and assessors | <p>The section gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria.</p> |
| Resource requirements | <p>Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10 Support and resources</i>.</p> |
| Essential information for assessment decisions | <p>This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.</p> |
| Links to other units | <p>This section shows you the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.</p> |
| Employer involvement | <p>This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.</p> |

Index of units

This section contains all the units developed for this qualification. Please refer to *page 5* to check which units are available in all qualifications in the sporting excellence and performance sector.

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Unit A: Careers in the Sport and Active Leisure Industry

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

Unit in brief

Learners will develop an understanding of careers in the sport and active leisure industry. They will gain the skills, knowledge and behaviours needed for employment in the industry.

Unit introduction

The sport and active leisure industry is constantly changing and growing, and it offers many different opportunities for employment. To have a successful career in the industry, it is important that you understand the behaviours, values, skills and techniques needed.

In this unit, you will gain an understanding of how the sport and active leisure industry in the UK is organised. You will research the different careers in the public, private and voluntary sectors of the industry and look at the qualifications, skills and experiences required to pursue these careers. You will undertake an application and interview process for a selected career pathway, drawing on your knowledge and skills from across the qualification to identify your own strengths and gaps. You will evaluate your performance so as to understand the generic employability and specific technical knowledge and skills required to access a selected career pathway in the sport and active leisure industry and to progress within it.

This unit will give you the skills and knowledge you need to apply for a career in the sport and active leisure industry. You can choose to progress to employment immediately after completing your qualification or, after you have completed further study, by developing your understanding, skills and qualities that are required to pursue employment in the sports industry.

Learning aims

In this unit, you will:

- A** Examine the organisation of the sport and active leisure industry and its provision in the UK
- B** Investigate careers in the sport and active leisure industry
- C** Explore recruitment processes for a job role in the sport and active leisure industry
- D** Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|---|---|--|
| A Examine the organisation of the sport and active leisure industry and its provision in the UK | <p>A1 Organisation and structure of sport and active leisure in the UK</p> <p>A2 Scope and provision of the sport and active leisure industry</p> <p>A3 Participation in sport and active leisure in the UK</p> | A presentation about the organisation of sport, issues affecting participation and spectatorship in the UK and recommendations on how participation and spectatorship could be improved. |
| B Investigate careers in the sport and active leisure industry | <p>B1 Careers and job roles in the sport and active leisure industry</p> <p>B2 Health and safety at work and employment law</p> <p>B3 Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure</p> | <p>A report evaluating the different careers and jobs in the sport and active leisure industry, and the associated health and safety at work and employment law.</p> <p>The report should include a detailed review of working with children, young people and vulnerable adults.</p> |
| C Explore recruitment processes for a job role in the sport and active leisure industry | <p>C1 Personal skills audit for a career in the sport and active leisure industry</p> <p>C2 Job application processes in the sport and active leisure industry</p> <p>C3 Interview skills required to obtain a career in the sport and active leisure industry</p> | Observation of learners participating in a recruitment activity, evidenced by an observation report signed by the assessor. Learners will participate in interviews, and complete the appropriate documentation, including application forms, CVs and letters of application. They will need to have the ability to self-critique their performance, including what could have gone better and what skills need to be developed, so that they can enhance their employability potential. Learners will need to complete a SWOT analysis of their performance in their interviewing activity. |
| D Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry | <p>D1 Review and self-evaluation during the application and interview process</p> <p>D2 Personal development planning for the short-, medium- and long-term future</p> | |

Content

Learning aim A: Examine the organisation of the sport and active leisure industry and its provision in the UK

A1 Organisation and structure of sport and active leisure in the UK

- Organisation:
 - sports participation and sports development
 - funding
 - grass roots development
 - professional sports performers' participation.
- Sectors in the industry:
 - public
 - private
 - voluntary sectors
 - third sector
 - public/private partnerships.
- Structure of sport in the UK.
- Department for Digital, Culture, Media and Sport (DCMS).
- Sports councils:
 - Sport England
 - Sport Scotland
 - Sport Wales
 - Sport Northern Ireland.
- UK Sport.
- British Olympic Association (Team GB).
- National governing bodies:
 - local and regional governing bodies/federations
 - local sports clubs.

A2 Scope and provision of the sport and active leisure industry

- The size, breadth and geographic spread of the sports industry locally and nationally, and factors that affect sports provision and employment opportunities.
- Sport and active leisure industry data, economic significance, number of jobs in the industry.
- Geographical factors:
 - location
 - environment
 - infrastructure
 - population.
- Socio-economic factors:
 - wealth
 - employment
 - history
 - culture
 - fashion and trend.
- Seasonal factors, e.g.:
 - swimming pools that open only in the summer
 - summer camps
 - holiday sports clubs
 - competition seasons
 - training camps.

A3 Participation in sport and active leisure in the UK

- Types of participants and target populations, e.g.:
 - women
 - older adults
 - young people
 - social inclusion groups
 - low socio-economic groups
 - people with a disability
 - LGBT+
 - ethnic groups.
- Reasons for participation:
 - physical health
 - mental health
 - preventing obesity
 - social inclusion
 - enjoyment
 - leisure activity
 - improving sporting performance
 - attending events run and supported by the government agenda of a healthy nation via physical activity and sport.
- Barriers to participation, e.g.:
 - time
 - resources
 - fitness
 - ability
 - lifestyles
 - medical conditions
 - gender
 - race
 - religion.

Learning aim B: Investigate careers in the sport and active leisure industry

B1 Careers and job roles in the sport and active leisure industry

- Job roles.
- Coaching.
- Sports development, e.g.:
 - sports development officers
 - National Governing Body (NGB) officers
 - sports administrator.
- Leisure management, e.g.:
 - facility management
 - grounds keeping
 - activity coordinator
 - education.
- Sports journalism.
- Sport and exercise science, e.g.:
 - nutritionist
 - sport psychology
 - sports therapy and injury management in sport performance
 - exercise and fitness.

- Career pathways – progression routes and successive jobs in different pathways:
 - coaching
 - sports specific
 - specific groups
 - working with children
 - sport and exercise science
 - specialisms
 - strength and conditioning nutritionist
 - sport psychology
 - sports therapy and injury management in sport performance
 - performance analysis
 - exercise physiologist
 - sports development
 - sports development officer
 - National Governing Body (NGB) lead
 - sports administrator
 - talent pathway lead
 - leisure sector
 - management
 - lifesaving
 - facilities management/maintenance
 - health and safety
 - customer service
 - marketing and promotion
 - finance
 - management activities
 - education pathways
 - industry-specific qualifications
 - job-specific qualifications
 - higher education.
- Job descriptions and personal specifications for sports industry jobs.
- Local employers:
 - public
 - private
 - voluntary
 - third sector
 - public/private partnerships.
- National employers:
 - public
 - private
 - voluntary
 - third sector.
- Sources of information on careers in sports.
- Definitions of types of employment and practical examples across different sports sectors and career pathways, locally and nationally:
 - full time
 - part time
 - fixed-term contract
 - self-employment
 - independent
 - subcontracted
 - zero-hours contract
 - apprenticeships.

B2 Health and safety at work and employment law

- Health and safety at work legislation.
- Employment legislation.
- Contracts of employment.
- Termination of contract and notice period.
- Wages:
 - national minimum wage
 - living wage.
- Working time regulations.
- Dismissal.
- Appeals procedures.
- Representation and trade unions.

B3 Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure

- Safeguarding – a set of actions, measures and procedures taken to ensure that all children and vulnerable adults are kept safe from harm, abuse, neglect or exploitation while under care.
- People that safeguarding applies to:
 - children – any person under the age of 18
 - vulnerable adults – individuals aged 18 or over that may be in need of community care services for mental or other disability, or an illness that means they are not able to take care of themselves or not able to protect themselves against significant harm or serious exploitation.
- Child protection – a set of actions that are carried out when a child is identified as being at risk of being harmed, abused, neglected or exploited.
- Safeguarding and protecting children legislation.
- Loco parentis.
- Types and indicators of abuse:
 - physical, e.g.
 - injuries inconsistent with lifestyle
 - bruising
 - burns
 - changes in behaviour
 - signs of malnutrition
 - emotional, e.g.
 - low self-esteem
 - uncooperative or aggressive behaviour
 - change in psychological state
 - sexual, e.g.:
 - difficulty walking
 - pain in the genital area
 - explicit use of sexual language
 - incontinence
 - neglect, e.g.:
 - poor personal hygiene
 - malnutrition
 - inappropriate or inadequate clothing
 - untreated injuries.
- Appropriate behaviour around children, e.g.:
 - listening to and respecting children at all times
 - treating all children without prejudice or discrimination
 - using appropriate language
 - challenging unacceptable behaviour

- ensuring that there is more than one adult present during activities with children and young people or that they are in sight or hearing of other adults.
- Inappropriate behaviour around children, e.g.:
 - patronising children
 - developing inappropriate relationships
 - having contact with children outside of the work role
 - giving children personal contact details
 - threatening children
 - making inappropriate promises, particularly related to confidentiality
 - exaggerating or trivialising child abuse issues.
- Poor practice – the behaviour of a coach may cause distress to a child or young person, e.g.:
 - failure to act when witnessing possible abuse or bullying
 - being unaware of safeguarding legislation
 - spending time alone with young people
 - physical or humiliating punishments
 - allowing any form of inappropriate touching
 - making sexually suggestive comments.
- Procedures to follow if safeguarding or child protection concerns are noted.
- Procedures to follow when responding to a disclosure.
- Organisation policies and procedures for safeguarding and protecting children:
 - reporting safeguarding and protecting children
 - strategic importance of safeguarding and protecting children
 - risks of not embedding safeguarding policies and procedures into an organisation
 - developing an organisational safeguarding vision
 - centre policies for discipline, complaints and whistleblowing that incorporate safeguarding and protecting children.
- Support on safeguarding and protecting children:
 - NSPCC Child Protection in Sport Unit
 - Keeping Children Safe
 - UK Sport
 - NSPCC
 - local authority
 - police
 - social services.
- Scope of own and others' role in safeguarding and protecting children:
 - keeping up to date with latest best practice
 - promoting and sharing best practice with other agencies.
- Ways to develop an effective safeguarding, culture in an organisation:
 - communication strategies
 - keeping up to date with best practice
 - Disclosure and Barring Service (DBS)
 - self-disclosure
 - enhanced disclosure
 - regulations and requirements
 - industry standards – safeguarding, DBS, codes of practice, e.g.
 - Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)
 - Register of Exercise Professionals (REPs)
 - Sports Coach UK
 - organisational policies and procedures
 - sector-specific legislation that impacts on job roles.

Learning aim C: Explore recruitment processes for a job role in the sport and active leisure industry

C1 Personal skills audit for a career in the sport and active leisure industry

- Job description:
 - duties and responsibilities
 - qualities
 - qualifications
 - skills
 - behaviours and experience required
 - safeguarding requirements.
- Producing a personal skills audit against a selected career pathway.
- Interests and accomplishments.
- Qualities:
 - reliability
 - organisational skills
 - commitment
 - resilience
 - empathy.
- Basic skills:
 - literacy
 - numeracy
 - IT.
- Experience, sporting, leadership, employment, job-related employment, volunteer work, travel.
- Qualifications:
 - educational
 - sector-specific
 - role-specific.
- Generic employability skills:
 - teamwork
 - cooperation
 - communication
 - problem solving.
- Specific technical skills, coaching, instructing, leading, working with specific groups.
- SWOT (strengths, weaknesses, opportunities, threats) analysis.
- Planning personal development towards a specific career in the sports industry.
- Using a personal skills audit to produce an action plan towards a sports and recreation industry career.
- Identification of key timescales:
 - short – next two years
 - medium – two to five years
 - long term – five to 10 years.
- Identification of training, educational and experiential aims at these key times and processes to achieve these goals.
- Careers guidance and support available, and education choices.
- Career development action plan (CDAP) – definition:
 - higher levels
 - specialism and diversification
 - aims
 - milestones
 - measures.

- Professional development activities:
 - workshops
 - training
 - job shadowing
 - self-reflection.

C2 Job application processes in the sport and active leisure industry

- Selection of a job role from a suitable career pathway, identified from skills audit and career development action plan.
- A job advertisement, with examples of where it could be placed.
- Job analysis.
- Job description.
- Person specification.
- Application form.
- CV.
- Letter of application.

C3 Interview skills required to obtain a career in the sport and active leisure industry

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

Learning aim D: Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry

D1 Review and self-evaluation during the application and interview process

- Individual appraisal of own performance throughout the application and interview process.
- Review of communication skills.
- Review of organisational ability.
- Assessment of how the personal and interview skills acquired support the development of employability skills.

D2 Personal development planning for the short-, medium- and long-term future

- Strengths and areas for development; application and interview process.
- Review of how effective the process was and how learners feel they may need to develop.
- Skill development to be able to conduct and participate in interviews more effectively.
- Personal development plan:
 - areas for development
 - skill development
 - qualifications
 - experiences
 - targets and timescales
 - short
 - medium
 - long.

Assessment criteria

| Pass | Merit | Distinction |
|---|---|--|
| Learning aim A: Examine the organisation of the sport and active leisure industry and its provision in the UK | | A.D1 Evaluate the impact of the organisation, provision and participation in the sport and active leisure industry in the UK, suggesting ways to improve participation and spectatorship. |
| A.P1 Explain the organisation and structure of the sport and active leisure industry in the UK. | A.M1 Analyse the organisation, structure, scope and provision of sport and active leisure in the UK. | |
| A.P2 Explain the scope and provision of sport and active leisure in the UK. | A.M2 Analyse reasons for and barriers to participation in the sport and active leisure industry in the UK. | |
| A.P3 Explain the reasons for and barriers to participation in the sport and active leisure industry in the UK. | | |
| Learning aim B: Investigate careers in the sport and active leisure industry | | B.D2 Evaluate the impact that each legislative factor has had on employees and employers in different careers in the sport and active leisure industry. |
| B.P4 Explain different careers in the sport and active leisure industry. | B.M3 Compare the different careers in the sport and active leisure industry and the impact of legislative factors, including safeguarding, on each of these careers. | |
| B.P5 Explain how safeguarding and protection policies and procedures are implemented in the sport and active leisure industry. | | |
| B.P6 Explain the importance of communicating strategies effectively in an organisation, to safeguard and protect children participating in sport and active leisure. | | |
| Learning aim C: Explore recruitment processes for a job role in the sport and active leisure industry | | CD.D3 Evaluate how well the recruitment process complied with best practice, drawing reasoned conclusions as to how it will support own career. |
| C.P7 Complete a personal skills audit that identifies own suitability for a selected sports job. | C.M4 During the interview process, provide analytical responses to allow assessment of skills and knowledge. | |
| C.P8 Prepare appropriate documentation for use in recruitment activities. | | |
| C.P9 Participate in selection interviews. | | |
| Learning aim D: Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry | | |
| D.P10 Review own strengths and areas for development in response to feedback on own performance in the recruitment activities. | D.M5 Plan personal development, reflecting on the results of the recruitment process and own performance, to explain suggested improvements. | |

Essential information for assignments

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

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

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

Learning aim: B (B.P4, B.P5, B.P6, B.M3, B.D2)

Learning aims: C and D (C.P7, C.P8, C.P9, D.P10, C.M4, D.M5, CD.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must be able to access up-to-date information on the sports and organisations they will be researching. Learners also need information on sports industry career pathways.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will draw on varied information to consider aspects such as strengths or weaknesses of the organisation and structure of the UK sport and active leisure industry, using specific local/national sports examples. Learners can use examples from their personal experience to support their answers. Learners' research should lead to a supported judgement on the target populations for participation in sport and active leisure in the UK, barriers to participation and spectatorship and the impact this can have on sporting organisations and structures. They should suggest strategies that could be implemented to overcome these barriers.

For merit standard, learners will present the outcome of methodical and detailed research by breaking down the organisation and structure of the UK sport and active leisure industry into parts, using specific sports and local/national examples, to interpret and study the interrelationships between them. Learners can use examples from their personal experience to support their evidence. Learners will look at information or data in order to interpret and study key trends and the interrelationships of participation levels and spectatorship in a selected sport, including barriers.

For pass standard, learners will give clear evidence to support their view of the organisation and structure of the UK sport and active leisure industry. Learners show that they understand the functions and objectives of each of the key organisations in the industry, including roles and responsibilities in the organisation of sport. Learners should show the links between the UK organisations that influence the organisation of sport. Learners will also need to give reasons for the impact of contemporary issues on sport participation levels in the UK.

Learning aim B

For distinction standard, learners will draw on varied information to consider the impact that legislation and safeguarding can have on a career in the sport and active leisure industry. Learners' research should lead to a supported judgement on the safeguarding of children, adults and adults at risk in sport.

For merit standard, learners will identify the main factors relating to the required pathways into each of the three careers selected. They will give clear details and evidence to support the similarities, differences, advantages and disadvantages. Learners will consider the experiences, qualifications and continuing professional development (CPD) needed in order to apply for one of the selected careers. They will consider the related legislation and review the importance of safeguarding children and young adults at risk, including the responsibilities for employees in the sport and active leisure industry to ensure participants' welfare.

For pass standard, learners will give clear evidence to support their view on selected job roles in the public, private and voluntary sectors of the sports industry. The job roles selected should reflect learners' career ambitions in terms of roles and responsibilities. For each of the selected job roles, learners will show understanding of the behaviours, values, skills and experiences needed. Learners will find out about the formal qualifications and personal experiences that will help them to pursue a career in one of their selected job roles. Learners will consider the legislative factors involved and the requirements for safeguarding and protecting children in sport and active leisure organisations.

Learning aims C and D

For distinction standard, learners will present the outcome of methodical and detailed examination by breaking down their current skills, and will give a detailed rationale as to what they need to do to further prepare themselves for the application and interview process for a career in the sport and active leisure industry. Learners will refer to their skills audit when planning for their short-, medium- and long-term career aspirations. Learners will have a contingency plan for what they will do, should they not be able to pursue their first-choice career.

For merit standard, learners will review their current skills against those required for a career in the sport and active leisure industry, considering which roles they could apply for on completion of their most recent programme of study. During the interview process, learners will demonstrate their ability to effectively apply themselves to the questions being asked, tasks set, preparing an application. They will demonstrate confidence throughout the interview process. Learners are required to analyse their performance in the application and interview process and outline what they did well and the areas they need to develop when applying for careers in the sports industry in the future. Learners should explain how each of their chosen targets for the short-, medium- and long term will support their development towards their chosen career pathways. Learners will produce an action plan showing how they will meet their targets.

For pass standard, learners will complete a skills audit, outlining the qualifications, skills and experiences they have acquired to date. They will complete the application and interview process for a career they will pursue on completing their qualification. On completion of the application and interview process, learners will explain their strengths and areas for development for each stage of the process. They will outline the qualifications, skills and experiences they need to be able to start on chosen career pathways in the short- and medium term. Learners complete an action plan that identifies what they need to do to pursue each of their chosen career options in the short-, medium- and long term.

Links to other units

This unit links to:

- Unit B: Health, Wellbeing and Sport
- Unit C1: Developing Coaching Skills
- Unit D1: Applied Coaching Skills
- Unit E: Research Project in Sport
- Unit 2: Self-Employment in Sport and Physical Activity.

Employer involvement

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

- collaboration with a wide cross-section of businesses employing different sporting professionals, such as local authority leisure centres, private health clubs, sports development organisations, outdoor adventure centres and voluntary sports clubs
- talks from employees with contrasting roles from different organisations
- site visits to businesses in the sport and active leisure industry
- links with representatives from the careers service which could advise on the job market and the skills required.

Unit B: Health, Wellbeing and Sport

Level: **3**

Unit type: **Internal**

Guided learning hours: **90**

Unit in brief

Learners will explore the importance of physical activity and wellbeing for different types of participants and suggest ways to improve their physical and mental health status.

Unit introduction

Health and wellbeing is a growing area of importance in the UK sport and active leisure industry. Recently there has been more consideration given to the impact that physical and mental health has on day-to-day living, as well as on sport. Increasing numbers of individuals recognise the limitations that poor mental and physical health can have on their wellness.

In this unit, you will look at the important elements of health and wellbeing, and how they influence sport and active leisure. You will learn about national benchmarks and indicators of good health. You will understand why the government and the national governing bodies of sport are prioritising the area of health and wellbeing of the sport and active leisure industry. You will investigate how factors affecting health and wellbeing impact on physical activity and sport's participants. You will apply your knowledge and skills to assess your own health status and that of a chosen individual. Using the data you collect, you will identify strategies to improve the health and wellbeing of both of you.

This unit will help you to progress to employment in the sport and active leisure industry. It will also help you to progress to further study in higher education or to professional qualifications in health, wellbeing and sport.

Learning aims

In this unit, you will:

- A** Examine the importance of physical activity and sport
- B** Investigate the importance of physical health
- C** Explore mental health and social wellbeing
- D** Undertake health and wellbeing screening and provide feedback to improve health status.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|---|--|--|
| A Examine the importance of physical activity and sport | <p>A1 The different types of active pursuits</p> <p>A2 Categories of participants in physical activity and sport</p> <p>A3 Benefits of participating in physical activity and sport</p> <p>A4 Reasons for providing physical activity and sport in the UK</p> | A report on the evaluation of the different types of physical activity and the reasons for providing physical activity and sport in the UK. |
| B Investigate the importance of physical health | <p>B1 Definition of physical health</p> <p>B2 Factors affecting physical health</p> <p>B3 Benchmarks of good physical health</p> <p>B4 Health-monitoring tests</p> | A presentation on an evaluation of your own health status through the use of health-screening tests and questionnaires. |
| C Explore mental health and social wellbeing | <p>C1 Definition of mental health and social wellbeing</p> <p>C2 Factors affecting mental health and social wellbeing</p> <p>C3 Signs and symptoms of poor mental health and social wellbeing</p> <p>C4 Measuring wellbeing</p> | |
| D Undertake health and wellbeing screening and provide feedback to improve health status | <p>D1 Communicating effectively with a client</p> <p>D2 Undertaking health and wellbeing testing</p> <p>D3 Interpreting results against normative data</p> <p>D4 Strategies to improve health status</p> <p>D5 Giving feedback on health status to a client</p> | Practical activity – testing a client to summarise their health status. Evidence can be supported with an observation (video or audio) record. |

Content

Learning aim A: Examine the importance of physical activity and sport

A1 The different types of active pursuits

- Sport – competitive activities that include physical exertion, using skills, techniques and tactics:
 - team games
 - individual sports.
- Physical recreation – activities carried out during leisure time for enjoyment, e.g.:
 - walking
 - cycling.
- Outdoor activities – activities carried out outdoors (or in recreation areas) that are adventurous, e.g.:
 - rock climbing
 - mountain biking
 - sailing
 - coasteering
 - kayaking
 - skiing.
- Physical education – activities carried out during lesson time that teach young people how to participate in different sports and physical activities, e.g.:
 - national curriculum sports
 - dance.
- Physical fitness – completing activities to increase fitness levels and carry out physical tasks without injury or illness, e.g.:
 - fitness classes
 - yoga
 - pilates
 - resistance training
 - cardiovascular training
 - crossfit/functional training.

A2 Categories of participants in physical activity and sport

- Young people.
- People aged over fifty.
- People with a medical condition.
- People at risk of social isolation.
- People with a disability.
- People at risk of offending.
- People from different ethnic/cultural backgrounds.

A3 Benefits of participating in physical activity and sport

- Physical health:
 - healthy heart
 - appropriate body fat ratio
 - use of muscle to maintain strength and prevent degeneration
 - metabolic rate.

- Mental health:
 - mental wellbeing
 - self-esteem
 - self-confidence
 - decrease in loneliness
 - increase in social wellbeing.

A4 Reasons for providing physical activity and sport in the UK

- Social:
 - health agendas
 - community cohesion
 - reduce crime and anti-social behaviour
 - employment opportunities
 - alleviate work pressures and reduce workplace stress.
- Financial:
 - profit
 - reduced cost to NHS
 - tourism
 - sales of sports goods.
- Environmental:
 - keep green spaces
 - use natural spaces for recreation.
- Historical:
 - national pride
 - patriotism.

Learning aim B: Investigate the importance of physical health

B1 Definition of physical health

- Health is a state of complete physical, mental and social wellbeing, and not merely the absence of disease or infirmity (World Health Organization).
- Physical health – the ability of the body to function effectively.
- Indicators of good physical health:
 - moving freely
 - ability to conduct day-to-days tasks, e.g.
 - walking up and down stairs
 - putting the rubbish out
 - cleaning
 - free of non-sport specific aches and pains
 - good balance.

B2 Factors affecting physical health

- Physical activity levels.
- Medical conditions.
- Diet.
- Stress.
- Lifestyle.
- Consumption of alcohol and/or illegal drugs.
- Smoking.
- Work – sedentary or active role.
- Education levels.
- Relationships.

B3 Benchmarks of good physical health

- Health-monitoring tests with national normative data:
 - blood pressure – normal blood pressure 120/80
 - resting heart rate – normal range is 60–80 beats per minute
 - body fat measurement
 - total body mass
 - BMI – height and weight
 - body composition – proportion of fat and fat-free mass.
- Physical activity levels – meeting national guidelines for age categories.
- Alcohol consumption – guidelines of 14 units per week.
- Hours spent sleeping, and sleep patterns.
- Diet and hydration levels – calorie consumption and a minimum of two litres of fluid per day.

B4 Health-monitoring tests

- Blood pressure.
- Heart rate monitor – radial/carotid pulse.
- Hip-to-waist ratio.
- BMI calculation.
- Bioelectrical impedance.
- Health screening questionnaire
 - alcohol consumption
 - typical daily diet
 - fluid consumption
 - sleep
 - physical activity.

Learning aim C: Explore mental health and social wellbeing**C1 Definition of mental health and social wellbeing**

- Mental health – emotional wellbeing and resilience to adversity.
- Social wellbeing – the ability to function in society and form relationships.
- Indicators of good mental health:
 - ability to engage in conversation
 - ability to get out of bed in the morning
 - ability to cope with change
 - ability to maintain positive personal relationships
 - maintaining normal sleep patterns
 - awareness of mood state.

C2 Factors affecting mental health and social wellbeing

- Childhood abuse, trauma, or neglect.
- Social isolation or loneliness.
- Experiencing discrimination and stigma.
- Social disadvantage, poverty or debt.
- Bereavement – losing someone close.
- Severe or long-term stress.
- Having a long-term physical health condition.
- Unemployment or losing your job.
- Homelessness or poor housing.
- Being a long-term carer for someone.
- Drug and alcohol misuse.
- Domestic violence, bullying or other abuse as an adult.

- Significant trauma as an adult, e.g.:
 - military combat
 - being involved in a serious incident in which you feared for your life
 - being the victim of a violent crime.

C3 Signs and symptoms of poor mental health and social wellbeing

- Decreased personal interests.
- Reduced motivation.
- Depression.
- Anxiety.
- Decrease in self-confidence and self-esteem.
- Difficulties in personal relationships.
- Increased emotional stress.
- Increased irritability and lack of patience.
- Increased substance abuse.
- Reduced sleep or negative sleep patterns.
- Poor hygiene.
- Poor diet, including negative calorie intake or poor food choices.

C4 Measuring wellbeing

- Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS).
- One-to-one discussion:
 - health professionals
 - doctors
 - psychologists
 - counsellors
 - significant others
 - family
 - partners
 - teachers
 - coaches.
- Lifestyle indicators:
 - consistency of emotions
 - emotional resilience
 - desire to succeed
 - open communication
 - social interactivity
 - health status
 - ability to cope with change
 - self-care
 - workplace health.

Learning aim D: Undertake health and wellbeing screening and provide feedback to improve health status

D1 Communicating effectively with a client

- Types of communication:
 - verbal
 - non-verbal.
- Building a rapport to put client at ease.
- Using conversation to engage a client.
- Sensitivity during health testing and difficult conversations.
- Assessing the facts and asking extension questions.

D2 Undertaking health and wellbeing testing

- Using customer service skills:
 - clear communication
 - attentiveness
 - use of positive body language
 - friendliness
 - responsiveness
 - knowledge of the tests and procedures.
- Conducting mental health and wellbeing assessments:
 - client consultation
 - questioning
 - listening
 - non-verbal communication
 - client confidentiality
 - informed consent.
- Administering physical tests:
 - pre-test procedures
 - maintaining clients' dignity
 - test sequence
 - test protocols
 - health and safety
 - recording test results
 - reasons to terminate a fitness test.

D3 Interpreting results against normative data

- Compare against and make judgements on population norms.
- Accepted health ranges and national guidelines.
- Zones of tolerance.
- Medical referral.

D4 Strategies to improve health status

- Physical activity guidelines:
 - meeting national guidelines
 - fat burning activities
 - national initiatives, e.g.
 - couch to 5 K.
- Getting outdoors.
- Relaxation techniques.
- Yoga and pilates.
- Diet change.
- Counselling.

D5 Feeding back health status to a client

- Appropriate choice of location to feed back.
- Use of positive body language.
- Use of graphs to give a visual representation of health status.
- Choice of verbal or written feedback.
- Test scores and comparisons to national data.
- Identification of strengths and areas for improvement.
- Making links to physiological and psychological factors.
- Giving suitable recommendations to improve health status.

Assessment criteria

| Pass | Merit | Distinction |
|---|--|---|
| Learning aim A: Examine the importance of physical activity and sport | | A.D1 Evaluate the reasons for providing different activities in a local area, recommending effective ways of engaging more participants. |
| A.P1 Explain the different types of physical activities provided in a local area and the benefits of participating in each. A.P2 Explain the reasons for providing different types of physical activities for different participants. | A.M1 Analyse the ways that different activities can benefit different groups of participants in a local area. | |
| Learning aim B: Investigate the importance of physical health | | BC.D2 Evaluate current physical and mental health and the potential impact if improvements are not made. |
| B.P3 Explain physical health and the factors that can affect good physical health. B.P4 Use national physical health benchmarks and health monitoring tests to assess own physical health. | B.M2 Analyse own physical health and explain strengths and areas for improvement, comparing to national normative data. | |
| Learning aim C: Explore mental health and social wellbeing | | |
| C.P5 Explain mental health and social wellbeing, and the factors that can affect mental health. C.P6 Explain the signs and symptoms of poor mental health, using appropriate methods to assess own mental health. | C.M3 Analyse own mental health, identifying strengths and areas for improvement. | |
| Learning aim D: Undertake health and wellbeing screening and provide feedback to improve health status | | D.D3 Evaluate the health and wellbeing of a client, providing strategies to increase health status. |
| D.P7 Communicate effectively with a client to undertake health and wellbeing screening. D.P8 Feed back the results of health and wellbeing screening to a client in an effective manner, describing strengths and areas for improvement. | D.M4 Analyse the strengths and areas for improvement, using information from the client's health and wellbeing screening. | |

Essential information for assignments

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

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

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

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

Learning aim: D (D.P7, D.P8, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

There are no specific resource requirements for this unit.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will draw on varied information to consider the reasons for the provision of the activities they have highlighted in their local area. Learners' research should lead to a supported judgement on different types of participants and how they will benefit physically and mentally from participating in these activities. They will recommend realistic ways of engaging more participants in their local area.

For merit standard, learners will be able to explain which activities would be best suited to particular categories of participants. They will discuss the benefits of taking part in regular activity to the physical and mental health of the participants in the local area and the demographic of that area.

For pass standard, learners will draw on the physical activities provided in their local area. They will discuss local sports, physical recreation, outdoor activities, physical education and physical fitness activities. They will also discuss the different types of active pursuits as described in the unit content – a minimum of one from each category. They will link each type of active pursuit to the relevant benefits of participating in it; benefits should link to both physical and mental health. Learners will explain the social, financial, environmental and historical reasons for providing different types of physical activity. They will link each reason to a category of participants, in order to identify how quality of life improve for that category.

Learning aims B and C

For distinction standard, learners will use the information from the physical and mental health testing to create an overall picture of their own health and wellbeing. Using their identified areas for improvement, they will discuss the potential impact of not making any changes. Improvements should be based on performance, general fitness and day-to-day living. Where an individual is an elite performer, they should identify the consequences for their professional life if improvements are not made.

For merit standard, learners will use their physical health data to identify strengths and areas for improvement. They will link each strength and area for improvement to the impact on their physical health and compare it to national normative data where it exists. This will allow them to give an overall appraisal of their current physical health status. Learners will use the results of the mental health screening to explain their personal strengths and areas for improvement. They should discuss how each of their areas for development may impact on general and specific situations in their life.

For pass standard, learners will define physical health and describe the indicators of good health. They will discuss the factors that can affect physical health and give examples of their impact on a person's life. Learners will use the specified health-screening methods to review their own physical health. They will create a results sheet that identifies their screening outcomes and compare this to national normative data where it exists. Learners will define mental health and social wellbeing and discuss the indicators of good mental health. They will then go on to identify the factors that affect mental health and social wellbeing, and explain their impact on an individual's life. Learners will use specified measures of wellbeing to explain the signs and symptoms of poor mental health. They will measure their own mental health and wellbeing to give a picture of their current mental health and social wellbeing status.

Learning aim D

For distinction standard, learners will review all the information they have collected on their client and evaluate the main priorities for change. The information can be drawn from physical or mental health screening, depending on their client's needs. For major areas of change, learners will suggest appropriate and realistic strategies for their client to improve. These strategies will be based on short-term fixes and long-term lifestyle changes that will impact on physical and mental health over time.

For merit standard, learners will use the client data from the physical and mental health-screening process to analyse their client's strengths and areas for improvement. They will consider the impact on lifestyle and general wellbeing. They will discuss how the physical and mental health of their client might be affected if they do not make any changes.

For pass standard, learners will select an appropriate client to work with during the practical aspects of the physical and mental health screening. During the physical and mental health screening, learners will communicate effectively with their client. Learners will conduct physical health and mental health screening to gain data from their client. Following the practical screening section, learners will interpret the results they have gained from their client. Where there is normative data, they will assess their client against it. Where there is no normative data, learners will evaluate the responses from their client to assess positive areas of physical and mental health, and areas that require improvement. Using the information gained, learners will identify strategies to improve their client's health status. Strategies will be relevant to their clients; for example if their client is a professional sports performer, discussion could be linked to a professional sports environment rather than to general wellbeing. Learners can present their feedback verbally or in written format. If feedback is given verbally, learners should be recorded during this activity. In their feedback, learners will tell their clients clearly what they believe their strengths and areas for improvement are.

Links to other units

This unit links to:

- Unit C1: Developing Coaching Skills
- Unit D1: Applied Coaching Skills
- Unit 4: Nutrition for Physical Performance
- Unit 5: Anatomy and Physiology in Sport
- Unit 9: Fitness Training.

Employer involvement

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

Unit C1: Developing Coaching Skills

Level: **3**

Unit type: **Internal**

Guided learning hours: **180**

Unit in brief

Learners will develop their coaching knowledge and skills to help improve others' performance skills, techniques and tactics across a range of sports.

Unit introduction

An assistant coach plays an essential part in improving the performance of athletes, sports and activity leisure performers, and participants. Sports coaches have many different aspects to consider in the coaching environment and for the wider team. The development of knowledge and practical skills is vastly different across coaching disciplines and the assistant coach helps to ensure that it is possible to achieve the highest standard of coaching overall.

In this unit, you will develop an understanding of coaching requirements and put assistant coaching skills into practice. You will explore the skills, roles and responsibilities of an assistant coach and how industry legislation and guidelines relate to assistant coaching practice. You will then explore different methods to improve skills, techniques and tactics to improve performance. You will plan and prepare a coaching session, which you will deliver under the supervision of a qualified coach. You will reflect and evaluate the effectiveness of your delivery, to produce a development plan for future practice. You will then use this development plan to prepare, plan and deliver a series of coaching sessions under the supervision of a qualified coach.

This unit will help you to progress to employment in the coaching and education sectors. The unit will also help you to progress to further study in higher education and to professional qualifications in sports coaching, physical education and sports management.

Learning aims

In this unit, you will:

- A** Explore the responsibilities of an assistant coach
- B** Prepare sport and activity sessions
- C** Explore and develop assistant coaching skills
- D** Review sport and activity sessions as an assistant coach.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|---|--|---|
| A Explore the responsibilities of an assistant coach | A1 Assistant coaching roles A2 Assistant coaching responsibilities A3 Legislation and guidelines A4 Policies and procedures | A training booklet for potential assistant coaches. |
| B Prepare sport and activity sessions | B1 Theories of coaching and learning B2 Planning for participation B3 Preparing the environment and participants | A rationale for, and records of, preparation and management of facilities and equipment along with records of delivery of a series of assistant coaching sessions, supported by video recordings. |
| C Explore and develop assistant coaching skills | C1 Assistant coaching skills C2 Delivering sport and activity sessions under supervision | |
| D Review sport and activity sessions as an assistant coach | D1 Personal development through review | A reflective log, with details of development and actions taken. |

Content

Learning aim A: Explore the responsibilities of an assistant coach

Learners need to understand the roles and responsibilities of an assistant coach. This includes the current legislation relating to the different roles.

A1 Assistant coaching roles

- Organisational structure:
 - organisational aims and objectives
 - vision, mission and goals
 - products on offer
 - impact of coaching on participants and communities
 - roles and responsibilities of colleagues.
- Role in organisation:
 - personal responsibilities and contribution
 - role as part of the wider coaching team
 - codes of conduct
 - personal goals and motivation
 - supervision
 - lines of reporting and recording information
 - impact of role on participant experience.

A2 Assistant coaching responsibilities

- Responsibilities in a coaching team and the impact on participants and community, e.g.:
 - customer service standards
 - professional presentation
 - being approachable
 - participant engagement
 - participant retention
 - knowledge of participants
 - motivation
 - personal background
 - health background (medical, physical and mental)
 - participant expectations
 - professional conduct, e.g.
 - participant focus
 - respectful of participants and others
 - positive and empowering
 - role model
 - honesty and integrity
 - equality and diversity
 - duty of care
 - working within the scope of practice and responsibilities
 - develop skills and techniques
 - work in line with organisational policies and procedures
 - continuing professional development (CPD).

A3 Legislation and guidelines

- Sport England guidelines (including Child Protection in Sport Unit).
- Disclosure and Barring Service (DBS) checks.
- Data protection legislation.
- Equality legislation.
- Legislation regarding children and families.
- Care legislation.
- Mental capacity legislation.
- Prevent duty guidance and radicalisation.
- Reporting of injuries, diseases and dangerous occurrences regulations (RIDDOR).
- First aid regulations.
- Guidelines of National Governing Bodies (NGBs) or employer.
- Health and Safety Executive (HSE guidelines).

A4 Policies and procedures

- Policies and procedures, including:
 - risk assessment and risk management
 - admissions policy
 - equality and diversity
 - dismantling, storage and ensuring the safety of equipment (servicing and maintenance)
 - manual handling
 - personal protective equipment (PPE).
- Organisational policies and procedures:
 - normal operating plan (NOP)
 - emergency action plan (EAP).

Learning aim B: Prepare sport and activity sessions

B1 Theories of coaching and learning

- Participant journey.
- Leadership styles:
 - autocratic
 - democratic
 - laissez-faire.
- Coaching and learning theories:
 - classical conditioning
 - operant conditioning
 - observational learning
 - Thorndike's law.
- Methods to assess progress:
 - coach assessment
 - self-assessment
 - peer assessment
 - observation
 - performance profiling
 - statistical performance analysis.
- Classification of practice to improve skills and techniques:
 - open/closed
 - gross/fine
 - simple/complex
 - discrete/serial/continuous.

B2 Planning for participation

- Sources of and types of information to inform planning and preparation.
- Review participant and group needs:
 - age
 - gender
 - level of ability
 - previous experience
 - level of fitness
 - medical history
 - welfare needs and any disability.
- Interpret and understand the content of coaching session plans to inform session delivery:
 - aims and objectives
 - progressive SMART (specific, measurable, achievable, realistic, time-bound) targets linked to overall aims and objectives
 - activities (timings/sequences/durations/intensities) related to participant/group needs
 - resources/equipment requirements
 - differentiation and stretch and challenge
 - coaching methods to develop participant performance: connection, confidence, concentration, motivation, emotional control, cohesion
 - build social support and inclusion within session
 - contingency planning based on risk assessments
 - opportunities to refer participants where needs cannot be met

B3 Preparing the environment and participants

- Environment and equipment:
 - prepare effectively for activity sessions
 - delivering under supervision and supporting coach and services
 - dismantling, storing and maintaining equipment
 - maintaining health and safety
 - legal obligations: child protection, safeguarding, and insurance
 - space clearly identified
 - appropriate space
 - facility check, e.g. clean surfaces, tidy area, fire exits clear
 - types of equipment, e.g. simple, complex, powered
 - environment is checked and safe.
- Preparing participants:
 - welcome
 - punctuality and attendance
 - aims/goals
 - check readiness
 - ensure participants have the correct clothing
 - establish rules
 - ensure welfare needs are met.
- Ensuring environment is in line with organisational and legislative policies and procedures, e.g. personal protective equipment (PPE), normal operating plans (NOP), emergency action plans (EAPs), risk assessment, safeguarding policies and procedures.

Learning aim C: Explore and develop assistant coaching skills

C1 Assistant coaching skills

- Communication:
 - observation/non-verbal techniques/body language
 - open/closed questioning
 - active listening
 - adapt to meet participant needs, e.g. culture, background, experience level, age.
- Rapport building.
- Time management.
- Teamwork.
- Organisation.
- Analysis and interpretation of information.
- Planning and preparation of activity sessions.
- Ensure participant enjoyment and retention.
- Manage participant behaviour and conflict.
- Give effective feedback using the feedback cycle.
- Obtain feedback from participants.

C2 Delivering sport and activity sessions under supervision

- Delivery:
 - revise plans if appropriate
 - warm-up such as pulse raiser, mobility, dynamic movement, stretching and skill rehearsal
 - main content to include skills and technical development
 - effective demonstration
 - revisiting goals with participants to check progress
 - ensure inclusivity and adapt sessions to meet individual participant needs
 - observe and analyse participants' performance
 - cool down
 - give advice on future sessions
 - dismantle and remove equipment.
- Assistant coach role:
 - professional behavior, e.g. dress, punctuality
 - apply customer service skills such as problem solving, discretion, imitative, influencing teamwork, suitable language
 - apply coaching styles and methods
 - apply learning theories to support personalised learning
 - manage pace
 - manage hazards and risks
 - use appropriate communication (verbal, non-verbal, written communication)
 - comply with legal and organisational responsibilities, e.g. duty of care, reporting welfare concerns, emergency and normal operating procedures
 - provide formative feedback to participants
 - provide technically correct explanations and demonstrations
 - corrections made during session
 - reinforcement
 - reward
 - non-judgemental
 - honest and empowering.

Learning aim D: Review sport and activity sessions as an assistant coach**D1 Personal development through review**

- Sources of feedback:
 - participant, coach, peers, colleagues, self-review
 - questionnaires
 - comment cards
 - one to one.
- Review of session:
 - purpose, administration and information required for valid review
 - factors impacting reflective practice
 - identifying strengths and areas for improvement
 - practical delivery
 - planning and preparation
 - professionalism
 - use of coaching styles and techniques.
- Professional development:
 - development plan (intent, implementation and impact)
 - activities available for development
 - various levels of national governing body courses
 - mentor development
 - self-reflection.

Assessment criteria

| Pass | Merit | Distinction |
|---|---|--|
| Learning aim A: Explore the responsibilities of an assistant coach | | A.D1 Evaluate how legislative factors impact the roles and responsibilities of an assistant coach, to support a positive coaching environment. |
| A.P1 Explain the roles and responsibilities of an assistant coach. A.P2 Describe how current industry legislation, guidelines, organisational policies and procedures impact on good practice. | A.M1 Assess responsibilities and legislation related to an assistant coach and how they can support a coaching team and good practice. | |
| Learning aim B: Prepare sport and activity sessions | | BC.D2 Accomplished planning and preparation for sport and activity sessions, with a secure application of skills in delivering sport and activity sessions and a secure awareness of theories of learning and coaching. |
| B.P3 Plan for activity sessions. B.P4 Prepare facilities and equipment, applying guidelines and regulations consistently. | B.M2 Demonstrate effective preparation for sport and activity sessions with detailed consideration of participants' needs. | |
| Learning aim C: Explore and develop assistant coaching skills | | |
| C.P5 Demonstrate competent assistant coaching skills, in delivering sport and activity sessions. C.P6 Apply basic theories of learning and coaching. | C.M3 Apply assistant coaching skills and theories of learning and coaching effectively in delivering sport and activity sessions. | |
| Learning aim D: Review sport and activity sessions as an assistant coach | | D.D3 Evaluate own performance in the planning, preparation and delivery of sport and activity sessions, perceptively identifying and justifying suggestions for improvement. |
| D.P7 Review own performance, reflecting on the planning and delivery of the session. D.P8 Reflect on relevant areas for improvement. | D.M4 Assess own performance in the planning, preparation and delivery of sport and activity sessions, reflecting on strengths and areas for development, and making sound suggestions for improvement. | |

Essential information for assignments

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

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

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

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

Learning aim: D (D.P7, D.P8, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

The special resources needed for this unit are:

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

Sufficient time must be given between the first and last session to allow for the demonstration of improvements in practice.

Essential information for assessment decisions

Assessment criteria C.P5, C.P6 and C.M3 must comply with the following practical assessment requirements:

CIMSPA stipulates practical assessment guidance that must be adhered to in order to comply with the professional bodies endorsement. CIMSPA states that one of the main requests they receive from employers is that emphasis is needed on the importance for real-life assessment to be included in the CIMSPA Professional Standards. Employers have stipulated that all practical assessment must:

- be conducted in a **real-world environment**. This, where possible, should be in the workplace **'on the job' at work**, or in a situation that is as close as possible to this, in order to replicate a working environment. For example, where appropriate an acceptable scenario is that you could use a different cohort of learners for practical assessment. This can also be covered within a work placement.
- be conducted with **'real clients/participants'** and not with peers. A real client/participant is someone who is, in the best case, a member of the club/facility or the equivalent for self-employed trainees.

The **real client/participant** must not:

- work at the same facility as the learners
- be related to the candidate, i.e. a spouse, partner, step-parent, brother or sister, etc.
- be enrolled on the same qualification as the trainee at the same time
- be a close friend.

If you are unable to use real clients/participants

There are situations where using a real client/participant is untenable. If there are circumstances where real clients/participants should not be used, this should be agreed with the awarding organisation, and evidence provided if a CIMSPA QA visit was to be scheduled.

Learning aim A

For distinction standard, learners will comprehensively review all aspects of the assistant coach role and reach conclusions about how these aspects can impact the wider coaching team. They will consider how the assistant coach's responsibilities and attributes can support the wider team to positively affect different participants' development of skills. Learners will review current industry legislation and discuss its impact on delivering a programme of coaching. Learners will make links to relevant documents such as facilities guidelines and social media procedures in order to demonstrate their understanding of current industry guidelines.

For merit standard, learners will examine the roles and responsibilities of an assistant coach and how they can work effectively as part of a wider coaching team. Learners will consider roles and responsibilities, and give examples of coaching situations to show how an assistant coach can support the main coaching team effectively. They will make judgements on how an assistant coach works effectively with the wider team to positively affect participants' overall development. They will analyse current industry legislation and how it should be considered when delivering a programme of coaching. Learners should make links to documents such as facilities guidelines and social media procedures to demonstrate their understanding of current industry guidelines.

For pass standard, learners will give some details of the key roles and responsibilities of an assistant coach and examples of when they are carried out in a coaching environment. Learners will give clear examples of how an assistant coach must work as part of a wider coaching team to enable that participants to meet their goals. They will cover details of the current legislation that affects their coaching. Learners will give an account of current industry guidelines in their chosen sport and consider how they may impact on their session delivery or the coaching environment.

Learning aims B and C

For distinction standard, learners will deliver safe and accomplished physical activity sessions, across a minimum of three different sports activities. These can be part of a progressive/developmental programme or as stand-alone coaching sessions. The sessions will accurately and sensitively respond to the needs of the group and should show proficient use of coaching and learning theory to support participant development. The planning and preparation will be in depth and well developed in response to participants' needs and the intentions of the sessions.

For merit standard, learners will deliver safe and effective physical activity sessions, across a minimum of three different sports activities. These can be part of a progressive/developmental programme or stand-alone coaching sessions. Learners will show understating of legislation, responsibilities and guidelines to be able to collect, record, interpret and use participant data to inform planning and preparation for sessions. They will be able to implement normal and emergency operating procedures appropriately to assess potential risks and hazards and deal with them safely and effectively. They will apply developed assistant coaching skills and theories to ensure a positive experience for participants.

For pass standard, learners will deliver safe and competent physical activity sessions, across a minimum of three different sports activities. These can be part of a progressive/developmental programme or stand-alone coaching sessions. Learners will show awareness of legislation, responsibilities and guidelines to be able to collect, record, interpret and use participant data to inform planning and preparation for sessions. Learners will manage the preparation of facilities and equipment for sessions, following session plans. They will perform assistant coach duties competently, following guidelines and ensuring safety and inclusion, applying basic theories of learning to support their practice.

Learning aim D

For distinction standard, learners will critically assess their own performance as an assistant coach in relation to each aspect of their responsibilities. They will inform their assessment with reflective practice and consider valid and reliable evidence of their contributions to activity sessions. They will provide pertinent and valuable points for improvement.

For merit standard, learners will coherently assess their own planning, preparation and delivery of coaching and activity sessions. They will cover most aspects of their practice in some detail and show balanced reflective practice when considering areas for development and improvement, giving relevant examples and aims.

For pass standard, learners will consider general and appropriate aspects of their planning, preparation and delivery of sessions. They will have some insight into the impact of their own performance as assistant coach on the development and experience of participants. They will provide some adequate suggestions for improvement, but not all of these will be clearly aligned with their performance.

Links to other units

This unit links to:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit B: Health, Wellbeing and Sport
- Unit D3: Applied Anatomy and Physiology for Professional Performance
- Unit 10: Technical and Tactical Skills in Sport
- Unit 11: Rules, Regulations and Officiating in Sport
- Unit 12: Practical Sports Application.

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so.

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

- links with local coaching professionals, local sports clubs and schools
- guest speakers
- development of assessment materials in partnership with coaching and sport professionals.

Unit C2: Fitness Skills Development

Level: **3**

Unit type: **Internal**

Guided learning hours: **180**

Unit in brief

Learners explore the theoretical and practical requirements for working as a gym instructor.

Unit introduction

There has been a consistent growth in the number of gyms and fitness facilities opening up around the country. This is because more and more people are spending time and money using the latest gym equipment in their regular workout routines. Gyms and fitness facilities need instructors to induct people in the safe use of equipment and to monitor and support experienced gym users.

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

This unit will help you to progress to employment in the health and fitness industry. The unit will also help you to progress to further study in higher education or professional qualifications in instructing exercise and fitness as a personal trainer or to working with specific populations and medical referrals.

There are new staffing requirements for the teacher, Assessor and Internal Verifier for this unit. Please refer to *Section 4 Planning your programme* for further information.

Learning aims

In this unit you will:

- A** Explore the body systems and their response to participation in exercise
- B** Explore methods of client assessment to improve lifestyle management
- C** Explore methods to exercise safely and develop fitness in an exercise environment
- D** Explore exercise requirements and contraindications for specific populations
- E** Plan and instruct clients through gym inductions and exercise sessions.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|--|--|---|
| A Explore the body systems and their response to participation in exercise | A1 Cardiorespiratory system A2 Musculoskeletal system A3 Energy systems A4 Digestive system A5 Nervous system A6 Principles of biomechanics in exercise | Written report that demonstrates understanding of each body system, their response to acute and chronic exercise, and the principles and applications of biomechanics in exercise. |
| B Explore methods of client assessment to improve lifestyle management | B1 Forming working relationships with clients B2 Client screening processes B3 Benefits of physical activity B4 Methods to improve client participation in regular exercise | <p>Video/audio evidence of the screening process with a client, supported by a record of practical activity.</p> <p>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.</p> |
| C Explore methods to exercise safely and develop fitness in an exercise environment | C1 Health and safety in an exercise environment C2 Types of exercise and exercise equipment C3 Principles of training C4 Components of gym-based exercise sessions | <p>A written report covering health and safety in an exercise environment that also compares different types of exercise and the use of equipment for clients with different needs.</p> <p>Client programme cards and case studies for health and safety.</p> |
| D Explore exercise requirements and contraindications for specific populations | D1 Antenatal women D2 Postnatal women D3 The older adult D4 Adolescents D5 People with disabilities | A written report or case study covering exercise requirements and contraindications for antenatal and postnatal women, the older adult and adolescents. |
| E Plan and instruct clients through gym inductions and exercise sessions | E1 Planning and instructing a gym-based induction E2 Planning a gym-based exercise session E3 Instructing a gym-based exercise session E4 Reviewing own performance in providing gym-based exercise E5 Reviewing client's performance | Visual/audio evidence of learners instructing an exercise session. The session plan and an evaluative report of own performance and the client's performance must be evidenced. |

Learning aim A: Explore the body systems and their response to participation in exercise

A1 Cardiorespiratory system

- Location of the heart and lungs.
- Structure of the cardiovascular system – right atria, left atria, right ventricle, left ventricle, blood flow through the heart.
- Blood vessels leading into and out of the heart - aorta, vena cava, pulmonary artery, pulmonary vein, systemic circulation, pulmonary circulation.
- Function of the cardiovascular system – deliver blood and nutrients to the body, remove waste products, thermoregulation.
- Structure and functions of blood vessels – veins, arteries, capillaries.
- Blood pressure – systolic and diastolic blood pressure, normal, hypertension and hypotension pressure classifications.
- Structure of the respiratory system – trachea, bronchus, bronchioles, alveoli, diaphragm, intercostal muscles, passage of air through the respiratory tract.
- Function of the respiratory – gaseous exchange of oxygen and carbon dioxide in the body.
- Cardiorespiratory responses to acute exercise:
 - anticipatory increase in heart rate
 - increase in heart rate
 - increase in breathing rate and tidal volume
 - venous return and the implications of 'blood pooling' for the exercise session.
- Cardiorespiratory adaptations to exercise:
 - cardiac hypertrophy
 - increase in stroke volume
 - increase in cardiac output, decrease in resting heart rate
 - capillarisation
 - increase in blood volume
 - reduction in resting blood pressure
 - increase in breathing rate
 - neural and chemical control
 - increased tidal volume
 - decreased recovery time.
- Cardiorespiratory (cardiovascular and respiratory) system between specific population groups including children/young people, ante/postnatal and older adults.

A2 Musculoskeletal system

- Structure of the skeletal system – axial skeleton, appendicular skeleton.
- Location of the main bones of the skeleton: cranium, clavicle, ribs, sternum, humerus, radius, ulna, scapula, ilium, pubis, ischium, carpals, metacarpals, phalanges, femur, patella, tibia, fibula, tarsals, metatarsals, vertebral column (cervical, thoracic, lumbar vertebrae, sacrum, coccyx).
- Functions of the skeleton – protection, blood production, movement, shape, storage of minerals.
- Classification of bones – short, long, flat, irregular, sesamoid.
- Structure of bone - articular cartilage, epiphysis, diaphysis, periosteum, epiphyseal plates, bone marrow.
- Stages of bone growth.
- Bone remodelling – osteoclasts and osteoblasts, vitamin D, calcium, hormones involved in bone remodelling (oestrogen).
- Tendons – structure and function.
- Ligaments – structure and function.
- Classification of joints – fixed/fibrous, slightly movable/cartilaginous, synovial.

- Structure of synovial joints – joint capsule, synovial membrane, synovial fluid, ligaments, tendons, hyaline cartilage, fibrocartilage.
- Types of synovial joints and their range of motion.
- Types of joint movement – flexion and extension, adduction and abduction, circumduction, supination and pronation, plantar flexion and dorsiflexion, lateral flexion and extension, horizontal flexion and extension, elevation and depression, inversion and eversion.
- Posture – curves of the spine, neutral spine alignment, movement potential of the spine and postural deviations of the spine.
- Structure of the muscular system – cardiac muscle, smooth muscle, skeletal muscle, characteristics and functions of each type of muscle tissue.
- Structure of skeletal muscle.
- Location of major muscles: biceps, triceps, deltoids, pectoralis major, rectus abdominis, rectus femoris, vastus lateralis, vastus medialis, vastus intermedius, semimembranosus, semitendinosus, biceps femoris, gastrocnemius, soleus, tibialis anterior, erector spinae, teres major, trapezius, latissimus dorsi, obliques, gluteus maximus.
- Structure and function of the pelvic floor muscles.
- Types of muscle action – concentric, eccentric, isometric, isokinetic.
- Joint actions brought about by specific muscle group contractions.
- Skeletal muscle fibre types, their characteristics and the types of sports each are associated with Type 1, Type 2a, Type 2b.
- Weight bearing exercise – transmission of stress caused by impact
- Joint stability – active stability at joints at risk: spine, shoulder; shock absorption.
- Musculoskeletal response to acute exercise:
 - weight-bearing exercise
 - responses of osteoblasts and osteoclasts
 - delayed onset of muscle soreness (DOMS) causes and effects.
- Increased blood supply to muscles.
- Increase in muscle pliability.
- Increased range of movement.
- Muscle fibre micro tears.
- Musculoskeletal response to chronic exercise:
 - Resistance-based exercise
 - hypertrophy
 - muscle balance
 - increase in tendon strength
 - increased muscle strength
 - increased tolerance to lactic acid
 - increase in bone calcium stores
 - increased thickness of hyaline cartilage
 - aerobic based exercise
 - increase in myoglobin stores
 - increased number of mitochondria
 - increased storage of glycogen and fat
 - increased stretch in ligaments
 - increased production of synovial fluid.
- Musculoskeletal system in specific populations:
 - adolescence – growing pains, development of peak bone mineral density, common overtraining/overuse injuries, e.g. jumper's knee
 - ante- and postnatal women
 - postural changes – forward flexed with shoulder girdle protraction, thoracic kyphosis, long, weak upper back extensors and short tight pectoral muscles and are prone to neck and shoulder pain

- the effect of pregnancy on joint alignment and posture, hormonal changes increase risk of injury, joint misalignment, muscle imbalance and motor skill decline
- older adult – the ageing process on bone remodelling, joints, muscle strength, power, bone density, reduced flexibility and mobility.

A3 Energy systems

Learners will know the different energy systems that provide the main source of ATP production.

- Phosphocreatine.
- Lactic acid system.
- Aerobic energy system.
- Use of carbohydrates, fats and proteins in the production of ATP.
- Energy systems response to acute exercise:
 - exercise and sports that use these systems to provide energy
 - anabolism and catabolism
 - fatigue from by-products of the energy systems.
- Recovery – recovery time and Excess, Post-exercise, Oxygen Consumption (EPOC).
- Energy systems' response to chronic exercise:
 - increased use of fat as a fuel
 - increased stores of glycogen
 - increased removal of lactic acid.

A4 Digestive system

- Structure and function of each part of the digestive system – mouth, oesophagus, stomach, small intestine, large intestine.
- Digestion of fats, proteins, carbohydrates, main enzymes involved.
- Dietary fibre sources and function.
- Function of the liver in digestion.
- Function of the pancreas in digestion.
- Timescales for digesting different macronutrients.
- Fluid in digestion.

A5 Nervous system

- Role and functions of the central nervous system.
- Principles of muscle contraction.
- The 'all or none' law/motor unit recruitment.
- Nervous system response to chronic exercise:
 - enhanced neuromuscular connections
 - improved motor fitness.
- The nervous system in specific populations, e.g.:
 - older adults – reduced balance and coordination, reduced motor learning, reduced visual and aural acuity, poorer short-term memory.

A6 Principles of biomechanics in exercise

- Planes of movement – frontal, sagittal and transverse.
- Anatomical terms – superior and inferior, anterior and posterior, medial and lateral, proximal and distal, superficial and deep.
- Know the effect of exercise variables on biomechanics and kinesiology.
- Muscle attachments and levers.
- Lack of biomechanical efficiency, reduction in transmission of stress, increased risk of injury, increased loading placed on synergists.

Learning aim B: Explore methods of client assessment to improve lifestyle management

B1 Forming working relationships with clients

- Customer needs and services.
- Demographics of customers in the local area.
- Products and services for customer demographics, e.g. booking systems, apps.
- Customer expectations and aspirations in the fitness facility environment.
- Social support and inclusion in the fitness facility environment.
- The customer journey in a fitness facility environment.
- Self-presentation in line with organisational standards.
- The importance of customer retention and ways to influence customer retention.
- Organisations customers charter/service promise.
- Safeguarding for children and vulnerable adults.
- Following industry codes and ethics for professional conduct.
- Following health and safety guidelines and legislation.
- Customer communication and engagement:
 - ways to communicate with customers – face-to-face, telephone, written (letters, email, posters), social media, digital technology, observation/non-verbal techniques/body language, open/closed questioning, active listening, age appropriate communication e.g. use of language, terminology, use of jargon
 - self-presentation – professional appearance and approachable manner, organisational standards, e.g. uniform
 - adapting communication methods to meet the needs of customers from differing backgrounds, cultures, experience, etc.
 - types of customer conflict/managing customer conflict
 - methods to build a good working relationship with customers
 - ways to support safe and enjoyable use of the fitness facility – ‘walking the gym floor’, being accessible and approachable to clients
 - methods to obtain customer feedback
 - recording and reporting feedback and reporting in line with organisational procedures to support customer experience and membership retention.

B2 Client screening processes

- Selection of appropriate screening methods for different types of clients:
 - questionnaires (PAR-Q, Youth Specific PAR-Q lifestyle questionnaires, health commitment statement, organisation devised methods)
 - parental or guardian participation and gym etiquette consent for under 16-year-olds
 - interviews
 - observation
 - informed consent.
- Health assessments:
 - resting heart rate
 - blood pressure
 - submaximal cardiorespiratory fitness
 - muscular strength
 - body mass index (BMI)
 - waist circumference
 - contraindications and limitations for testing.
- Adolescents – screening should be carried out by a qualified youth physical activity instructor

- Identifying risks and referring clients:
 - tools to risk stratify clients – Irwin and Morgan traffic light system, other national/international evidence-based tools, national/locally agreed protocols/referral/care pathways
 - absolute contraindications to exercise
 - referring clients to medical professional or clinician with medical conditions, past or present injuries and disabilities
 - referring post-natal women with stress incontinence, pelvic floor muscle weakness, lower abdominal or pelvic floor area, groin, low back pain or difficulty walking, abdominal muscle weakness, excessive abdominal doming, abdominal muscle separation or softness/sinking at the umbilical mid-line, umbilical hernia.
- Data protection and client confidentiality – storing of data, disposal of confidential data.

B3 Benefits of physical activity

- Prevention and management of common health conditions:
 - coronary heart disease
 - stroke
 - type 2 diabetes
 - cancer
 - obesity
 - hypertension
 - osteoporosis
 - reduced risk of stress
 - reduced risk of depression
 - reduced anxiety levels
 - musculoskeletal conditions.

B4 Methods to improve client participation in regular exercise

- Importance of educating clients about own role, responsibilities and limitations in providing assistance (scope of practice).
- The full range of activities/services/classes across the facility available to clients and how to provide further information about them.
- Different demographics/fitness levels/goals of clients and how best to cater for their differing needs.
- Reviewing exercise programme.
- Goal setting, SMART targets, review and evaluate progress, adapt accordingly.
- Technology to support participation – wearable technology, pedometers, smartphone apps.
- Digital media, e.g. social media to support client participation.
- Understand the stages of change/trans-theoretical model of behaviour change.
- Understand the role of intrinsic and extrinsic motivation in exercise adherence.
- Know a range of techniques/approaches that can motivate adherence to exercise.
- Ensuring that the environment, equipment and training are suitable for all clients.

Learning aim C: Explore methods to exercise safely and develop fitness in an exercise environment

C1 Health and safety in an exercise environment

Learners will show that they are able to work alone or as part of a team to maintain health and safety in an exercise environment.

- Working as a member of a team – communication, adaptability, confidence, teamwork, problem solving, time management, ability to follow instructions.
- Maintaining a clean and safe exercise environment:
 - cleaning substances – anti-bacterial spray
 - cleaning equipment – mop, paper towels etc.
 - cleaning routines and organisational standards in an exercise environment

- personal safety – personal protective equipment, e.g. rubber gloves when using cleaning fluids
- hazards in activity areas and gym; people, physical risks
- risk assessments
- emergency action plans
- reporting procedures
- Control of Substances Hazardous to Health (COSHH) regulations
- manual handling techniques
- electrical safety and security
- safe storage of equipment.
- Manufacturer's guidelines for use, maintenance and storage of equipment.
- Music licence fees.
- Gym inductions:
 - policies and procedures in an organisation, e.g. booking in, single client induction or group inductions, mandatory or optional inductions for clients
 - facility walk-through, e.g. gym floor, class studios, cardiovascular machines, resistance equipment
 - adapting inductions for individuals and small groups (maximum of five).

C2 Types of exercise and exercise equipment

Learners will know how to perform each exercise safely and effectively, giving appropriate demonstration and teaching points associated with each exercise.

Types of gym-based exercise equipment

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

Types of exercises

- Cardiovascular exercises:
 - upright cycle
 - recumbent cycle
 - treadmill
 - stepper
 - rowing machine
 - elliptical trainer
 - cross trainer.
- Fixed resistance machine exercises:
 - seated chest press
 - bench press
 - pec dec
 - seated row
 - shoulder press
 - lateral pull down (in front of chest)
 - assisted pull up
 - triceps pushdown (high pulley)
 - triceps press

- bicep curl (low pulley)
- seated bicep curl
- leg press
- seated knee extension
- lying leg curl
- seated leg curl
- abdominal machine
- seated abductor
- seated adductor
- lower back machine.
- Body weight exercises:
 - chins
 - press-ups
 - lunge
 - squat
 - abdominal curl
 - plank
 - prone back raise.
- Free weight exercise.
- Lifting, passing and spotting techniques:
 - dumbbells – front raise, single arm row, bent arm pullover, shoulder press
 - lateral raise, flyes, prone flye, single arm triceps press, bicep curl, lunge
 - deadlift, squat
 - barbell – upright row, bench press, supine triceps press, bicep curl, lunge, deadlift, squat
 - spotting.
- Small equipment – mats for abdominal exercise:
 - functional exercise and functional equipment - exercises that address the movement patterns/muscle actions/components of fitness required for activities of daily living
 - flexibility – static stretching to stretch the main muscles
 - mobility – mobilisation of joints exercises.

C3 Principles of training

UK physical activity guidelines for adolescents, adults, older adults, ante- and post-natal women.

- Components of physical- and skill-related fitness:
 - aerobic endurance
 - flexibility
 - muscular endurance
 - strength
 - body composition
 - speed
 - power
 - balance
 - coordination.
- FITT (Frequency, Intensity, Time, Type) principles – adaptation modification and progression of each.
- Additional principles of fitness – specificity, progressive overload, reversibility, adaptability, individuality, recovery time.
- Training methods.
- Cardiovascular exercise – continuous, interval, fartlek.
- Resistance exercise – single set, circuit training, basic sets, Delorme and Watkins 10 RM system, super sets.

- Functional exercise and functional equipment – movement patterns, muscle actions, components of fitness required for activities of daily living.
- Flexibility and range of motion exercise: static stretching, mobilisation of joints.
- Programming exercise for physical fitness.
- Programming exercise for health benefits.

C4 Components of gym-based exercise sessions

- Warm-up – pulse raiser, mobiliser, stretch.
- Cool down – pulse lowerer, stretch.
- Safe alignment of exercise position.
- Alternative exercises to potentially harmful exercises.
- Health and environmental factors that can influence safety and group or individual working space.
- Developing client co-ordination by building exercises/movements gradually.
- Intensity – adapting exercise/movements to increase and decrease the intensity.
- Impact – high- and low impact exercises.
- Alternative exercises for individual needs, e.g. wall press-ups for the older adult.
- Effect of speed of movement on posture, alignment and intensity.
- Importance of muscle balance in exercise sessions.

Learning aim D: Explore exercise requirements and contraindications for specific populations

D1 Antenatal women

- Contraindications for antenatal women:
 - should not exercise in the supine position after 16 weeks of pregnancy
 - no exercise in the prone position
 - limited prolonged motionless standing
 - no loaded forward flexion
 - no overhead resistance exercise
 - no leg adduction and abduction against a resistance
 - no isometric exercises
 - no rapid changes of direction or position, uncontrolled twisting
 - no exercise with a risk of falling or abdominal trauma
 - no excessive and uncontrolled destabilisation techniques
 - no high intensity exercise or high impact
 - avoid hot and humid conditions.
- Symptoms experienced by antenatal women that should stop any further participation in exercise:
 - dizziness, faintness or nausea
 - discharge, such as bleeding or leakage of amniotic fluid
 - pain such as abdominal pain, contraction type pain, unexplained pain in the back, pelvis, groin, buttocks or legs
 - excessive shortness of breath, chest pain or palpitations.
- Exercise requirements:
 - beginners – 15 minutes' continuous aerobic activity gradual increase to 30 minutes' continuous low-moderate intensity aerobic activity
 - low impact
 - exercise sessions last no longer than 45 minutes
 - participant should be fully hydrated and have sufficient calorie intake
 - continual checks for appropriate exercise intensity – heart rate monitor, talk test.

D2 Postnatal women

- Contraindications for postnatal women:
 - no participation in exercise until signed off by health care professional
 - higher risk of certain conditions, e.g. air embolism, thrombosis and haemorrhage, in the first weeks post-birth
 - no high-intensity exercise
 - no high-impact, twisting, rapid, ballistic or aggressive movements for at least six months and introduced progressively thereafter
 - no 'sit up', 'crunch' or 'oblique crossover' type exercises
 - babies should not be used as resistance or weight for exercise and should be excluded from the exercise area.
- Exercise requirements:
 - re-educate posture joint alignment, muscle imbalances, stability, motor skills, transversus abdominis muscle recruitment and pelvic floor muscle function before progressing to more vigorous exercise.

D3 The older adult

Learners need to understand that ageing is not a disease but that it is where progressive losses and declines in the function of most physiological and psychological systems occur, which impacts on fitness and safety during exercise, eventually leading to increased frailty and inability to respond to stress and disease.

- Functional status at any age depends on a person's rate of ageing, health, gender, lifestyle behaviour and socio-economic influences.
- 40 is the approximate age at which the ageing process begins.
- 50 is the age at which the progressive losses to the body systems start to occur:
 - muscular strength (fewer, smaller and weaker fibres)
 - power (fewer fast twitch, smaller, weaker and slower)
 - bone density (thinner, more brittle bone and less ability to withstand fracture)
 - aerobic endurance (fewer capillaries, less-elastic vessels and reduced intake, uptake and utilisation of oxygen)
 - balance and co-ordination (less sensory input and less postural stability, less ability to prevent a trip turning into a fall)
 - flexibility, agility and later mobility and transfer skills (stiffer joints, reduced range and ease of movement and less ability to perform activities of daily living (ADLs) such as getting up and down from the floor and chairs safely)
 - reduced motor learning (slower motor learning)
 - reduced visual and aural acuity (sight and hearing difficulties)
 - poorer short-term memory
 - potentially serious disease is increasingly prevalent with increasing age
 - activity levels remain low or decrease with increasing age
 - the losses in each of the body systems (from the age of 40) result in a corresponding loss of 1-2% per year in physical capacity.
- Contraindications:
 - avoid extreme spinal flexion
 - high-impact and high-intensity exercises should be closely monitored.
- Exercise requirements:
 - highly-trained individuals in the 50+ age range are a very small and elite group, accounting for approximately 1% of the 50+ population
 - longer time spent and more gradual warm up (15 minutes) and cool down
 - use of the talk-test and rate of perceived exertion (RPE) scale to monitor intensity
 - continual checks for correct technique for injury prevention
 - more time during transitions, e.g. floor to standing

- simplify exercise when correct technique cannot be maintained
- teach new exercises with the easiest position and/or the lightest resistance and progress slowly initially.

D4 Adolescents

- **Contraindications:**
 - resistance exercise should not be performed to the point of momentary muscular fatigue
 - flexibility training can increase the risk of injury during growth spurts – adaptations need to be provided
 - adult-sized equipment may be too big for some adolescents if it cannot be adjusted to fit properly, e.g. spin bikes cannot be adjusted to fit
 - avoid excessive training
 - should not lift maximal amounts of weight until they are physically mature (approximately age 16 for males and two years after the menarche for females)
 - adult training regimes should not be used with adolescents
 - pin-loaded adult equipment may have too large weight increments on adult machines
 - free-weight and resistance exercise should be instructed only by a qualified children's physical activity instructor
 - some adolescents will not have gained sufficient motor skills to develop their flexibility with good technique and therefore risk injury by not understanding stretching to the point of 'mild tension'. Terminology and understanding needs to be adapted to ensure that adolescents understand the given task.
- **Exercise requirements:**
 - psychological safety considerations – consult a children's physical activity instructor if any concerns arise, effective communication with young people and their parents or guardians, adhere to safeguarding standards and legislation, self-esteem concerns for young people associated with body image or level of physical maturity related to age, social issues associated with adolescents and antisocial behaviour
 - flexibility training – adaptations need to be provided and stretching to the point of 'mild tension'
 - individual's development age not just chronological age
 - gym etiquette
 - supervised muscular strength and endurance programme is beneficial to a child's overall growth and development.
 - variety of training methods and equipment
 - size- and age-appropriate equipment for the exercise activity
 - interval training for aerobic fitness
 - monitoring exercise intensity – use of a heart rate chart alongside the use of RPE until full physical maturity has been reached
 - progression in resistance – reps and sets to be programmed only when the adolescents are physically and mentally ready
 - frequency – two-three times a week to develop strength, rest between sessions, 48 hours recovery for heavier exercise sessions
 - intensity – repetitions and resistance – lighter resistance (15–20 repetitions), moderate resistance (10–15 repetitions), heavier resistance (6–10 repetitions)
 - time – single sets and progress to 3-4 sets, rest (between sets)
 - type – promote muscle balance and joint stability by using a whole-body approach and working all major muscles; avoid too much eccentric muscle work.

D5 People with disabilities

Current legislation related to working with people with disabilities to support their participation in exercise and physical activity.

- Types of disability:
 - visual impairment
 - partially sighted
 - blindness
 - hearing impairment
 - physical impairment
 - progressive disorders, e.g. multiple sclerosis
 - asymmetric weakness, e.g. stroke, cerebral palsy
 - sensory nerve damage
 - use of wheelchair
 - mental impairment.
- Contraindications.
 - these will be specific to the type of disability a person has – assessed during screening and professional referral or advice sought where required.
- Exercise requirements:
 - simplifying exercises – reducing intensity, modifying exercise positions
 - modifying exercise modalities.

Learning aim E: Plan and instruct clients through gym inductions and exercise sessions

E1 Planning and instructing a gym-based induction

Learners will know the process to carry out an individual and small - group induction in an exercise environment.

- Welcome clients, advise clients of the facilities, equipment, emergency procedures.
- Facility walk through, e.g. gym floor, changing rooms, studios, cardiovascular machines, resistance equipment.
- Check client's ability and any medical conditions, e.g. PAR-Q.
- Warm up clients.
- Introduce equipment – physical and technical demands of each exercise and the purpose.
- Demonstrate use of equipment.
- Select appropriate intensity for client to use the equipment, e.g. resistance, speed.
- Observe client using equipment.
- Adapt intensity to suit client's needs.
- Provide client with teaching points and feedback on how to use each piece of equipment, safely and effectively.
- Conclude session – cool down, feedback.
- Methods to adapt inductions for individuals and small groups (maximum of five) to maintain effectiveness.
- Signposting clients to other areas of the facility.

E2 Planning a gym-based exercise session

Learners will need to be able to plan a safe and effective gym-based exercise session for an individual client or small group.

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

- Planning the session:
 - appropriate exercises are identified
 - appropriate sequences of exercises
 - appropriate timings of each exercise
 - selection of the correct equipment for the programme
 - adapting a gym-based exercise programme to ensure appropriate progression and/or regression
 - muscle balance.
- Components of a gym-based exercise session:
 - warm-up – pulse raiser, dynamic and static stretches
 - main component – cardiovascular endurance, muscular strength or muscular endurance
 - cool down – flexibility, developmental stretching
 - length of time for each component
 - change of times for each component for clients with differing levels of fitness.
- Pre-gym-based exercise preparation
 - risk assessment of the area
 - checking equipment
 - ensuring area is sufficient and safe for the session
 - appropriate temperature and ventilation.
- Preparing clients for gym-based exercise
 - welcome clients
 - checking client’s ability and any medical conditions
 - inform the client on the physical and technical demands and the purpose and value of each exercise
 - confirm or revise plans with the client as appropriate
 - demonstrate any specific movements
 - advise clients of the facility’s emergency procedures.
- Concluding a gym-based exercise session:
 - feed back to the client as to how they have performed
 - allow the client to feed back or reflect on the session and ask questions
 - feedback to allow the client to continue their programme for gym-based exercise without direct supervision
 - follow correct procedures for checking and putting away equipment used
 - ensure the area used is in an acceptable condition for future use.

E3 Instructing a gym-based exercise session

Learners must instruct a gym-based exercise session using fixed weights and free weights, body-weight exercises, cardiovascular machines, functional and flexibility exercises for individuals or small groups.

- Pre gym based exercise session checks.
- Preparing clients for exercise session.
- Explain and correctly demonstrate safe and effective technique for each exercise.
- Checking client’s understanding of how to perform each exercise safely and effectively.
- Provide teaching points for each exercise to support clients in performing the correct and safe technique.
- Communicate as appropriate to the client’s needs and the environment.
- Change position to observe client or group-exercise clients.
- Monitor the safety and intensity of each exercise.
- Provide timely clear instructions and feedback.
- Adapt exercise with suitable progressions and regressions according to clients’ needs.
- Provide safe and effective cool-down activities.
- Concluding a gym-based exercise session.

E4 Reviewing own performance in providing gym-based exercise

- How well the exercises met the client's needs and the appropriateness of the session content in relation to the client and environment.
- Relationship with the clients – how effective and motivational it was and how well the instructing style matched the client's needs.
- Adaptations to the session based on own performance and session content.
- Ways to improve personal practice – maintenance of continual professional development, e.g. courses, independent research on industry trends.
- Financial planning and review for future development – income, costs working as a gym instructor (e.g. music licence fees, insurance, membership of professional bodies), social media profiles to promote self or business, understanding organisation's own product offer and how to support secondary spends.

E5 Reviewing client's performance

- Appraise client performance in the exercise session.
- Monitoring client's achievement of SMART targets.
- Recommendations for client.
- Adaptations to the session based on client performance.
- Reviewing SMART targets.
- Recommend other types of training or equipment in health and fitness centres to support achievement of client goals.

Assessment criteria

| Pass | Merit | Distinction | |
|---|---|--|--|
| Learning aim A: Explore the body systems and their response to participation in exercise | | | |
| <p>A.P1 Explain the structure and function of the cardiorespiratory, musculoskeletal, energy digestive and nervous systems.</p> <p>A.P2 Explain the response of the cardiorespiratory, musculoskeletal, energy and nervous systems responses to acute and chronic exercise participation.</p> <p>A.P3 Explain the principles of biomechanics in exercise.</p> | <p>A.M1 Assess how adaptations to the cardiorespiratory, musculoskeletal, energy and nervous systems improve performance in aerobic and anaerobic exercise.</p> | <p>A.D1 Evaluate the interrelationships of the body systems in relation to short-term and long-term exercise performance.</p> | |
| Learning aim B: Explore methods of client assessment to improve lifestyle management | | | |
| <p>B.P4 Carry out client screening processes for two contrasting clients, demonstrating methods to develop good working relationships.</p> <p>B.P5 Explain methods to improve client participation in regular exercise to provide benefits to their health and wellbeing.</p> | <p>B.M2 Assess client screening information from two contrasting clients and provide lifestyle recommendations to improve each individual's participation in regular exercise.</p> | <p>BC.D2 Justify lifestyle recommendations and exercise session plans for two contrasting clients to improve their participation in regular exercise.</p> | |
| Learning aim C: Explore methods to exercise safely and develop fitness in an exercise environment | | | |
| <p>C.P6 Demonstrate appropriate cleaning methods and processes as part of a team to maintain a clean and safe exercise environment.</p> <p>C.P7 Demonstrate correct use of equipment and technique for cardiovascular, fixed resistance machines, free weights, functional and flexibility exercises.</p> <p>C.P8 Produce a series of exercise session plans that follow the principles of training.</p> | <p>C.M3 Assess the importance of the correct use of equipment and appropriate exercise session planning, to maintain the health and safety of clients.</p> | | |

| | | |
|--|--|--|
| Learning aim D: Explore exercise requirements and contraindications for specific populations | | DE.D3 Evaluate the delivery of a gym-based induction and exercise session, justifying suggestions made to improve own and client's performance, and providing adaptations to the session for a client from a specific population. |
| D.P9 Explain the contraindications and exercise requirements for antenatal and postnatal women, the older adult, adolescents and people with disabilities. | D.M4 Assess methods that can be used to adapt cardiovascular, resistance exercises, functional exercise and flexibility exercise for one type of person in a specific population. | |
| Learning aim E: Plan and instruct clients through gym inductions and exercise sessions | | |
| E.P10 Plan a gym-based induction and exercise session. E.P11 Carry out a gym-based induction and exercise session. E.P12 Review own and client's performance. | E.M5 Assess the delivery of a gym-based induction and exercise session, making recommendations for future improvements to own and client's performance. | |

Essential information for assignments

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

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

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

Learning aims: B and C (B.P4, B.P5, B.M2, C.P6, C.P7, C.P8, C.M3, BC.D2)

Learning aims: D and E (D.P9, D.M4, E.P10, E.P11, E.P12, E.M5, DE.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to:

- gym equipment, to include cardiovascular machines, free weights and fixed weights
- recording equipment, such as a video camera, a tablet, a voice recorder
- a range of field fitness testing and health screening equipment
- normative data for interpretation of test results
- suitable exercise facilities and equipment, for example a gym with cardiovascular equipment, fixed resistance machines and free weights

Sufficient time must be given between the first and last session of the fitness and lifestyle programme in order for assessment to demonstrate improvements for the client.

Essential information for assessment decisions

Assessment criteria B.P4 and E.P11 must comply with the following practical assessment requirements:

CIMSPA stipulates practical assessment guidance that must be adhered to in order to comply with the professional bodies endorsement. CIMSPA states that one of the main requests they receive from employers is that emphasis is needed on the importance for real-life assessment to be included in the CIMSPA Professional Standards. Employers have stipulated that all practical assessment must:

- be conducted in a **real-world environment**. This, where possible, should be in the workplace **'on the job' at work**, or in a situation that is as close as possible to this, in order to replicate a working environment. For example, where appropriate an acceptable scenario is that you could use a different cohort of learners for practical assessment. This can also be covered within a work placement.
- be conducted with 'real clients/participants' and not with peers. A real client/participant is someone who is, in the best case, a member of the club/facility or the equivalent for self-employed trainees.

The **real client/participant** must not:

- work at the same facility as the learners
- be related to the candidate, i.e. a spouse, partner, step-parent, brother or sister, etc.
- be enrolled on the same qualification as the trainee at the same time
- be a close friend.

If you are unable to use real clients/participants

There are situations where using a real client/participant is untenable. If there are circumstances where real clients/participants should not be used, this should be agreed with the awarding organisation, and evidence provided if a CIMSPA QA visit was to be scheduled.

Learning aim A

For distinction standard, learners will demonstrate a comprehensive understanding of the interrelationships of the body systems, how they respond to different types of exercise, how they work together to develop exercise performance in the short term and how adaptations of the body systems improve long-term exercise performance.

For merit standard, learners will show a good understanding of each of the body systems and how they respond to participation in different types of exercise. Adaptations of the cardiorespiratory, musculoskeletal, energy and nervous systems in response to long-term exercise participation will be fully understood, together with how they impact positively on exercise performance.

For pass standard, learners will show a simple understanding of the anatomy and physiology of each of the body systems and the effects of exercise on each body system, both in the short term and the long term. They will also show an understanding of how specific populations' body systems may differ from the average adult body systems.

They will show a simple understanding of the principles of biomechanics, including the different planes of movement and the types of movement that occur in each, and risks from taking part in exercise when there is lack of biomechanical efficiency, a reduction in transmission of stress and increased risk of injury loading placed on synergist muscles. They will understand the different classification of levers and examples of where each can be found in the body. They will show a simple understanding of the effect of exercise variables on biomechanics.

Learning aims B and C

For distinction standard, learners will interpret the results of the lifestyle screening tests for two contrasting clients and justify how the results can have an impact on each client's lifestyle and exercise choices. They will need to be able to provide suggestions as to what sort of exercises would be suitable for each client, with reasoning and justification from evidence discovered in the screening processes, and provide justified reasoning for methods each client could use to improve their participation in regular exercise.

For merit standard, learners will carry out different methods of screening and select the most appropriate method for each contrasting client, in order to gain the maximum amount of information and understanding of their lifestyle and exercise aims. Learners will give suggestions to support each client in ensuring that they exercise safely in line with their specific identified requirements. They will review the strengths and weaknesses of different types of methods to improve regular participation in regular exercise for each client and recommend the methods that are most appropriate for each client.

Learners will assess the potential risks to health from using incorrect technique when performing cardiovascular, fixed resistance machines, free weights, functional and flexibility exercises. They will also assess risks to health from not following the FITT principles and additional principles of fitness when designing a series of session plans.

For pass standard, learners will carry out client screening for two contrasting clients. They will demonstrate appropriate methods to engage with clients and build good working relationships with them. Learners will interpret the results in terms of any lifestyle concerns and exercise requirements of each individual. They will explain any requirements for each client to help them to exercise safely in relation to the information supplied in the screening processes. They should feed back the results from the screening and demonstrate the ability to provide sensitive feedback and any relevant healthy lifestyle advice to clients, based on collected information and test results/'norms'.

Learners will give reasons for the factors that may affect safe exercise participation and identify any requirements that clients may have to help them exercise safely.

Learners will provide appropriate methods to improve each client's participation in regular exercise, showing an understanding of which methods are more appropriate for specific client's needs.

Learners will check and maintain an exercise environment to ensure it is safe for clients to use. They will use appropriate cleaning equipment and products to maintain the cleanliness of the exercise environment.

Learners will demonstrate the correct and safe way to perform cardiovascular exercises, resistance exercise (fixed weights and free weights), functional exercises, flexibility exercises and mobility exercises. They will show that they understand how to use the different types of gym-based equipment used for each type of exercise and why a particular piece of equipment may be preferable to another. Learners will also know how to adapt exercises based on a client's fitness or individual needs.

Learners will demonstrate an understanding of the FITT principles and how they are used to develop an exercise session. They will write a series of exercise sessions to demonstrate how the FITT principles are progressed to develop a client's fitness for a specific goal.

Learning aims D and E

For distinction standard, learners will evaluate how they planned and delivered a gym-based exercise session, making judgements and forming conclusions on their own performance. Their judgements will be based on the effectiveness and appropriateness of exercise techniques and communication methods they planned and used for cardiovascular endurance and resistance training, and the ways in which they adapted each exercise to make them more or less challenging, depending on the needs of the specific client. Their judgements will be supported by evidence of observation and/or feedback from the client taking part in the session. From this evaluation, learners will justify their areas of strength, areas where improvement is needed and recommendations for how these improvements can be made.

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

Learners will provide an additional plan, with reasoning, to show how they would adapt their planned session for a person from a named specific population (antenatal women, postnatal women, the older adult, adolescents, people with disabilities).

For merit standard, learners will show an understanding of methods that can be used when working with people from two types of specific populations (antenatal women, postnatal women, the older adult, adolescents and people with disabilities) to adapt exercise equipment or exercise techniques to meet their needs, exploring the advantages and any possible disadvantages with each method covered.

Learners will provide detailed plans for a gym-based exercise session that takes into account the needs of two contrasting clients and provides adaptations to each exercise to meet the needs of each client. Learners will demonstrate that they are able to carry out the correct techniques when performing cardiovascular endurance and resistance training. They will demonstrate a variety of ways to adapt each exercise or provide a variety of alternative exercises to meet the needs of contrasting clients.

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

For pass standard, learners will explain the types of exercises antenatal and postnatal women, the older adult, adolescents and people with disabilities should not perform, with reasoning for each, and also the exercise requirement of each group.

Learners must produce a plan that must include relevant information on the aims and objectives of the session, the client's needs, the equipment to be used and the exercise activities taking place. The activities must be safe and effective, meaning that they must be appropriate to the client's needs and requirements, and designed to achieve the planned outcomes.

Learners will prepare a gym-based exercise session that includes a minimum of three types of cardiovascular equipment from the following options:

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

Learners must show they have planned and instructed for a minimum of:

- three body-weight exercises
- four exercises from each of the following: resistance machine and free weights.

Resistance machine, free weight and bodyweight exercises

| Joint/movement | Resistance machine | Free weight | Body weight |
|-------------------------------|--|---|-------------|
| Shoulder flexion | Seated chest press (neutral grip) | Front raise (DB) | NA |
| Shoulder extension | Seated row (low pulley) Seated row (neutral grip) | Single arm row Bent arm pullover (DB) | NA |
| Shoulder abduction | Shoulder press | Shoulder press (DB) Lateral raise (DB) Upright row (BB) | NA |
| Shoulder adduction | Lat pull down (in front of chest) Assisted pull up | Chins | NA |
| Shoulder horizontal flexion | Bench press Seated chest press (BB grip) Pec dec | Bench press Flyes (DB) | Press up |
| Shoulder horizontal extension | Seated row (BB grip) | Prone flye (DB) | NA |
| Elbow extension | Triceps pushdown (high pulley) Tricep press | Supine triceps press (BB) Single arm triceps press (DB) | Press up |
| Elbow flexion | Biceps curl (low pulley) Seated bicep curl | Biceps curl (BB) (DB) | |
| Hip extension | Leg press Total hip | Lunge (BB, DB optional) Dead lift (BB) (DB) | Lunge |
| Hip abduction | Seated abductor Total hip | | |

| Joint/movement | Resistance machine | Free weight | Body weight |
|------------------|---------------------------------------|---|----------------|
| Knee extension | Seated knee extension Leg press | Lunge Dead lift (BB) (DB) Squat (DB) (BB) | Lunge Squat |
| Knee flexion | Lying thigh curl Seated thigh curl | | |
| Trunk flexion | Abdominal machine | Abdominal curl | |
| Spinal Extension | Lower back machine | Dead lift (BB) (DB) | Back raise |

There must be evidence that the learner has planned a gym-based programme by applying the principles and variables of fitness to a range of activities to meet identified client goals and/or to achieve general fitness and health gains.

Learners need to show that they can deliver the planned session safely and effectively.

There must be evidence that the learner has planned and instructed a safe and effective warm-up and cool down.

Learners must demonstrate correct lifting and passing techniques, including dead lifting the barbell safely from the floor and spotting. Learners must show accurate demonstrations of movements and techniques appropriate to the exercise environment, with particular attention to the speed of movements. Learners will need to provide accurate teaching points that are appropriate to the needs and limitations of the client. The gym-based cardiovascular and resistance exercises, and equipment used, are likely to achieve the planned results and are unlikely to cause injury to the client.

Learners must show that they are able to communicate effectively with clients, using motivational styles appropriate to the individual and the exercise format. Learners must show that they can apply methods of voice projection and can use the volume and pitch of their voice effectively. Learners should be observed teaching from a variety of positions, using mirroring and demonstrating control of the client.

Learners must show the ability to observe their clients/participants and correct poor technique where required, giving regular teaching points to meet individual needs.

Learners must show evidence that they have the knowledge to safely adapt sessions for the individual and occasional apparently healthy specific population client, including:

- young people in the 14-16 age range
- antenatal and postnatal women
- older people (50 plus).

Learners will review how the session went, and identify what worked well in the session and areas for improvement. They will also review their planning and delivery of the gym session and consider areas for development, including how they can plan for the future financially, taking into account the costs associated with working as a gym instructor and how they can support an organisation to support secondary spends to improve their revenue. Learners will give recommendations on how to plan for future exercise sessions, based on the client's performance.

Links to other units

This unit links to:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit B: Health, Wellbeing and Sport
- Unit D2: Personal Trainer Skills Development
- Unit 4: Nutrition for Physical Performance
- Unit 6: Sporting Injuries
- Unit 8: Fitness Testing
- Unit 9: Fitness Training
- Unit 13: Influence of Technology in Sport and Physical Activity.

Employer involvement

This unit would benefit from employer involvement in the form of visiting speakers, for example exercise and fitness professionals.

Unit C3: Professional Sports Performer

Level: **3**

Unit type: **Internal**

Guided learning hours: **180**

Unit in brief

Learners develop an understanding of the technical, tactical, physical and psychological requirements of a professional sports performer in a selected sport.

Unit introduction

The combination of technical, tactical, physical and psychological attributes of a professional sports performer is now an important contributing factor to success. The most successful professional sports performers and professional sports teams have coaches or managers who focus their attention on ensuring that the professional sports performer and each member of their team are maximising their technical, tactical, physical and psychological performance.

In this unit, you will learn about the technical, tactical, physical and psychological components required to maximise performance in your chosen sport when competing and training at a professional sports performer level. You will examine the different methods of technology used in your sport to assess the technical and tactical performance at a professional sports level. You will develop the ability to assess your own performance and that of other professional sports performers in order to analyse your performance while training and competing. You will look at the lifestyle factors both internal (training and competing) and external (during leisure time) of your sport that can affect the sports performance of professional sports performers. You will examine behaviours considered to be appropriate and inappropriate. You will learn about the management and coping strategies that can be implemented to overcome lifestyle pressures. You will consider how to work effectively with multi-disciplinary staff who will work alongside you to support you in maximising your performance on and off the pitch.

This unit will help you to progress to employment in the sport industry. The unit will also help you to progress to further study in higher education and to professional qualifications in sport and sports and exercise science-related qualifications.

Learning aims

In this unit you will:

- A** Understand the technical, tactical, physical and psychological requirements of a professional sports performer in a selected sport
- B** Investigate the methods and technology used to assess the technical and tactical requirements in a selected sport during training and competitive situations
- C** Undertake a performance analysis of professional sports performers while training and competing in a selected sport
- D** Examine the lifestyle and personal development requirements of a professional sports performer
- E** Explore behaviours and values expected of a professional sports performer in different situations.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|---|--|---|
| A Understand the technical, tactical, physical and psychological requirements of a professional sports performer in a selected sport | A1 Tactical components of a sport A2 Technical components of a sport A3 Physical requirements of a professional sports performer A4 Psychological requirements of a professional sports performer | A presentation that summarises the tactical, technical, physical and psychological requirements of a professional sports performer in a selected sport. The presentation will draw on examples of different professionals, outlining what they do, and how they do it, to demonstrate excellence in each of the four areas. |
| B Investigate the methods and technology used to assess the technical and tactical requirements in a selected sport during training and competitive situations | B1 Performance profiling B2 Methods of analysing performance during training and competition B3 Technology used to support performance analysis of professional sports performers | A report that evaluates the various methods of analysing the tactical and technical requirements of a professional sports performer when training and competing in their selected sport. This must include the different methods and technologies available to analyse performance in a selected sport. |
| C Undertake a performance analysis of professional sports performers while training and competing in a selected sport | C1 Carrying out an analysis of a training session and a competitive situation C2 Collating and presenting the data from an analysis for feedback | Learners will then provide an observational analysis of themselves while training and of another professional sports performer in a competitive situation. Learners will give feedback on the performance observed, outlining areas for development. |
| D Examine the lifestyle and personal development requirements of a professional sports performer | D1 Lifestyle factors of a professional sports performer D2 Internal and external lifestyle pressures | A presentation that evaluates the impact of different lifestyle factors on a professional sports performer. The presentation will focus on the behaviours expected of a professional sports performer. |
| E Explore behaviours and values expected of a professional sports performer in different situations | E1 Appropriate behaviours of a professional sports performer E2 Situations and commitments of a professional sports performer E3 Behavioural strategies for professional sports performers E4 Effective relationships and communication with significant others and the media | |

Learning aim A: Understand the technical, tactical, physical and psychological requirements of a professional sports performer in a selected sport

A1 Tactical components of a sport

- Definition and type of tactical components in a selected sport.
- Definition of tactics, to include:
 - decision making
 - timing
 - strategy
 - application of skill and technique
 - sport-specific tactics
 - individual
 - team.
- Decision making:
 - skill selection
 - player position
 - game specific demands in relation to tactics
 - offensive
 - defence
 - set pieces.
- Timing:
 - when to apply a skill/technique during a competitive situation
 - when to apply a specific tactical strategy during a competitive situation.
- Strategy:
 - offensive/attacking
 - defensive
 - containing/limitation
 - formation and team selection
 - skill selection/application.
- Considerations:
 - strengths/weaknesses of opponent
 - surface
 - weather
 - conditions
 - outcome goals
 - phase of play
 - time left to compete in a selected sport.

A2 Technical components of a sport

- Definitions of skills.
- Types of skills.
- Classification of skills:
 - open-closed
 - discrete-serial-continuous
 - gross-fine
 - self-paced
 - externally paced
 - interaction continuum.
- Fundamental motor skills:
 - catching
 - throwing
 - running and striking with or without equipment.

- Sport-specific skills:
 - position-specific skills
 - defending skills
 - attacking skills
 - set pieces.
- Phase-specific skills:
 - attacking
 - defending
 - set pieces.
- Ability:
 - innate
 - limited
 - non-specific, e.g.
 - speed
 - balance
 - coordination
 - flexibility
 - strength
 - stamina.

A3 Physical requirements of a professional sports performer

- Definitions of fitness – optimising components of fitness to maximise sports performance as a professional sports performer.
- Physical components of fitness:
 - aerobic endurance
 - muscular endurance
 - flexibility
 - speed
 - strength
 - body composition.
- Skill-related components of fitness:
 - agility
 - balance,
 - coordination
 - power
 - reaction time.
- Developing components of fitness to maximise the technical performance of a sports performer during competition.

A4 Psychological requirements of a professional sports performer

- Psychological demands:
 - personality
 - type and traits
 - motivation
 - internal
 - external
 - leadership
 - group dynamics
 - leadership traits
 - role models
 - adapting leadership skills to different situations
 - anxiety
 - performance anxiety

- stress
 - emotional impacts
 - fear of failure
 - peer pressure
 - working with other staff
 - pressure
 - win at all costs
 - impact on performance
- emotional demands
 - mental health and wellbeing triggers
 - low mood
 - high mood.
- Developing strategies to improve psychological performance:
 - mental health qualities
 - coping strategies
 - support staff and agencies.
- Measuring psychological performance and its impact on performance:
 - profiling psychological performance
 - observation of sports performance
 - standardised tests
 - one-to-one discussions
 - impact on performance
 - positive
 - negative
 - strengths and weaknesses
 - areas for development
 - strategies to improve performance.

Learning aim B: Investigate the methods and technology used to assess the technical and tactical requirements in a selected sport during training and competitive situations

B1 Performance profiling

- Aims of performance profiling:
 - improve performance
 - assess current performance level
 - agreed development plan/strategies
 - performance training and development
 - psychological, physical, technical, tactical analysis.
- Process of profile construction:
 - selection of characteristics
 - discussion between coach, professional sports performer and team
 - grading of components
 - graphical representations.
- Qualitative and quantitative measures.
- Performance profiling cycle:
 - communication between coach, professional sports performer and team
 - establishing priorities
 - identifying strengths and weaknesses
 - graphical representations: bar charts, radar diagrams, circles
 - agreed goals and areas for future development.

B2 Methods of analysing performance during training and competition

- Cardiorespiratory tests.
- Muscular endurance and strength assessment.
- Skill-related assessments, e.g.:
 - flexibility
 - balance
 - stability.
- Field tests:
 - health-related.
- Functional movement screening.
- In-play and isolated skill situations.
- Quantitative measures; match statistics, performance checklists.
- Qualitative measures, e.g.:
 - observation of key performance cues providing subjective judgements
 - halo and horn effect.
- Global Positioning System (GPS) analysis.
- Video analysis.
- Notational analysis.
- Different systems and graphical representations:
 - graphs
 - bar charts.
- Assessing:
 - validity
 - accuracy
 - reliability
 - ease of use
 - cost
 - health and safety
 - accessibility.

B3 Technology used to support performance analysis of professional sports performers

- Video, camera, tripod, telescopic mast/tower, scaffolding tower, video camera, still camera, capture devices, Spidercam®, memory cards, information technology, software, - phone apps, storage technology, computer.
- Data:
 - statistics
 - historical and present
 - methods of displaying data
 - methods of gathering data.

Learning aim C: Undertake a performance analysis of professional sports performers while training and competing in a selected sport

C1 Carrying out an analysis of a training session and a competitive situation

- Using the performance analysis protocols and materials developed to undertake a live analysis of self during a training session.
- Training environments:
 - conditioned practice
 - isolated practices
 - technical development session
 - tactical development session
 - strength and conditioning session.
- Competitive situation:
 - in-training competition
 - friendly competition
 - competitive.
- Undertaking the analysis of the performance:
 - selection of method of analysis
 - selection of software
 - selection of equipment.
- Video of performance.
- Collection of data:
 - collation methods
 - statistical analysis
 - totalling tallies
 - averages
 - percentages.
- Reviewing of outcomes and findings:
 - written summary
 - video clips to demonstrate findings.

C2 Collating and presenting the data from an analysis for feedback

- Using the performance analysis collated, give feedback on the performance of professional sports performers when training and competing.
- Methods of feedback:
 - written feedback
 - face-to-face feedback.
- Presentation formats to allow conclusion to be made.
- Statistical evidence.
- Graphs.
- Distribution diagrams.
- Edited video commentary.
- Annotated video.

Learning aim D: Examine the lifestyle and personal development requirements of a professional sports performer

D1 Lifestyle factors of a professional sports performer

- Lifestyle factors:
 - training
 - competition
 - leisure pursuits
 - appropriate activities
 - rest
 - relaxing
 - charitable work
 - inappropriate activities
 - excessive alcohol consumption
 - taking performance-enhancing drugs
 - gambling
 - unsociable behaviour
 - social media
 - peer groups
 - personal friends
 - professional friends.

D2 Internal and external lifestyle pressures

- Internal pressures:
 - performance
 - wellbeing
 - expectations.
- External pressures:
 - friends
 - family
 - relationships
 - social life.
- Criticism:
 - professional, e.g.
 - coaches
 - teammates
 - personal, e.g.
 - family
 - friends
 - spectators
 - media
 - written press
 - social media.
- Relationships:
 - professional
 - personal.

- Financial:
 - professional, e.g.
 - contractual agreements
 - endorsements
 - tax
 - insurance
 - sponsorship
 - personal, e.g.
 - mortgages
 - childcare
 - bills
 - spending
 - pensions
 - savings.
- Professional commitments:
 - sponsorship deals
 - ambassadorial commitments
 - contractual commitments.

Learning aim E: Explore behaviours and values expected of a professional sports performer in different situations

E1 Appropriate behaviours of a professional sports performer

- Behaviour when competing and training:
 - following the rules/laws of the sport always
 - sportsmanship/professionalism
 - respect for teammates, opponents, staff and officials always
 - appropriate appearance
 - advocating equal opportunities always
 - self-reflective.
- Behaviour when not competing or training:
 - follow the rules/laws of society
 - respect for family, friends and the public always
 - respect the media
 - appropriate use of social media always
 - role model
 - humility.

E2 Situations and commitments of a professional sports performer

- Situations:
 - travel to and from training
 - travel to and from competition
 - dealing with the media before and after competitions
 - meeting the public before and after training and competition
 - working with colleagues from multi-disciplinary departments
 - use of social media when training, competing and during leisure time
 - working with sponsors and endorsement partners.

- Commitments:
 - training and competing
 - international duty and competitions
 - public appearances (contractually agreed)
 - media appearances
 - sponsorship requirements
 - charitable commitments
 - family time.

E3 Behavioural strategies for professional sports performers

- Coping and management strategies:
 - mentoring and coaching
 - group and one-to-one discussions
 - change of lifestyle
 - change of routines
 - well-being management
 - physical fitness and exercise
 - alternative activities
 - medical services.
- Support available for professional players:
 - nutritionists
 - welfare/player support services
 - performance lifestyle
 - professional mentor
 - teacher/tutor
 - doctor
 - physiotherapist
 - psychologist
 - addiction support services
 - wellbeing management
 - education services
 - professional services
 - professional sport players' support services
 - family
 - friends.

E4 Effective relationships and communication with significant others and the media

- Methods of communication:
 - verbal communication/conversations
 - written communication
 - emails
 - social media
 - letters
 - oral communication
 - videoconferencing
 - voice chat
 - listening
 - physical communication/body language.

- Effective communication:
 - communicating accurately and clearly
 - preparation for communication
 - purpose and content
 - audience
 - rehearsals
 - scripts and prompt sheets
 - research
 - resources and information gathering
 - personal delivery
 - communication styles and body language
 - language
 - speech
 - use of technical vocabulary
 - pace
 - intonation
 - clarity
 - appearance
 - timing
 - requirements of different people and situations.
- Significant others:
 - teammates
 - multi-disciplinary support staff, e.g.
 - strength and conditioning coaches
 - physiotherapists
 - team manager
 - coach
 - position-specific coach
 - technical coach psychologist
 - nutritionists
 - logistics
 - player care
 - performance lifestyle
 - education
 - administration.
- Media:
 - written press
 - television
 - radio
 - internet
 - social media.

Assessment criteria

| Pass | Merit | Distinction |
|--|--|--|
| Learning aim A: Understand the technical, tactical, physical and psychological requirements of a professional sports performer in a selected sport | | A.D1 Evaluate the technical, tactical, physical and psychological requirements of a professional sports performer in a selected sport, justifying how they can combine to impact on performance. |
| A.P1 Explain the technical and tactical requirements of a professional sports performer in a selected sport. A.P2 Explain the physical and the psychological requirements of a professional sports performer in a selected sport. | A.M1 Analyse the technical, tactical, physical and psychological requirements of a professional sports performer in a selected sport. | |
| Learning aim B: Investigate the methods and technology used to assess the technical and tactical requirements in a selected sport during training and competitive situations | | BC.D2 Evaluate the collected data for self and a professional sports performer, comparing against the high-performance models and benchmarks, giving feedback that sets justified goals for future development. |
| B.P3 Explain the different methods of analysis used to assess the performance of a professional sports performer in a selected sport. B.P4 Explain the different technologies used to analyse the performance of a professional sports performer in a selected sport. | B.M2 Assess the different methods of analysis and the different technologies used to assess and analyse the performance of a professional sports performer in a selected sport. | |
| Learning aim C: Undertake a performance analysis of professional sports performers while training and competing in a selected sport | | |
| C.P5 Collect data from a performance analysis of self during a training session, and a professional sports performer in a competitive situation. C.P6 Review the data collected from performance analysis of self and professional sports performer, including feedback for self and the professional sports performer. | C.M3 Collect detailed data from the performance analysis of different sports performers in a training situation and a competitive situation, providing a detailed analysis. | |

| Pass | Merit | Distinction |
|--|---|--|
| Learning aim D: Examine the lifestyle and personal development requirements of a professional sports performer | | DE.D3 Evaluate the importance of appropriate behaviour, media-interview etiquette and communication for professional sports performers, justifying recommendations for lifestyle changes and management strategies that can be implemented to promote a positive lifestyle. |
| <p>D.P7 Explain different lifestyle factors and pressures that a selected professional sports performer may face.</p> <p>D.P8 Explain management strategies that can be implemented to promote a positive lifestyle for a selected professional sports performer.</p> | <p>D.M4 Assess lifestyle changes and management strategies that can be implemented to promote a positive lifestyle for a selected professional sports performer.</p> | |
| Learning aim E: Explore behaviours and values expected of a professional sports performer in different situations | | |
| <p>E.P9 Explain the importance of appropriate behaviour for professional sports performers during competition, training and during periods of rest.</p> <p>E.P10 Explain factors to consider when giving different types of media interview and communicating with significant others.</p> | <p>E.M5 Analyse the methods of demonstrating effective behaviour and communicating effectively with others, including undertaking a media interview, for professional sports performers.</p> | |

Essential information for assignments

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

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

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

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

Learning aims: D and E (D.P7, D.P8, E.P9, E.P10, D.M4, E.M5, D.D3)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to performance analysis equipment and technology and ICT equipment.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will draw on varied information to consider the importance of technical, tactical, physical and psychological components, and how they combine to affect sports performance. Learners' research should lead to a judgement on the positive and negative factors that affect sports performance in their selected sport, highlighting the importance of each technical, tactical, physical and psychological component for different positions (if appropriate), and justifying the selection of skills and strategies, such as technical competence, physical ability and situational factors. Specific sporting examples from their selected sport will be used to support their evidence.

For merit standard, learners will present the outcome of methodical and detailed examination of the similarities and differences of the application of technical, tactical, physical and psychological components and the effects they can have on performance. Learners will use examples from different positions or situations from their selected sport to show their understanding and support their evidence.

For pass standard, learners will give clear evidence to support a view on the fundamental motor skills, sport-specific techniques and the range of skills that apply to different positions or situations in their selected sport. Learners will show that they comprehend what defines skills: the classification and type of skill and the application of ability, and how this leads to successful performance in their selected sport. They will consider different tactical components, detailing factors such as time in the competition and phase of play, as well as consideration of the opposition's, and their own, strengths and weaknesses. Learners will consider tactics for the different phases of play of contrasting sports – offensive and defensive – and how they contribute to an overall strategy. Learners will include in their evidence the skills and physically related components of fitness that are a requirement of a professional sports performer in their selected sport, making links to positions and specific situations as appropriate. They will also explore the psychological requirements of a professional sports performer, including how personality and motivation can affect sports performance, and how each of these components needs to be managed effectively to maximise performance.

Learning aims B and C

For distinction standard, learners will present a careful consideration of varied factors that apply to the performance of a professional sports performer when training (ideally self-analysis) and a professional sports performer in a competitive situation (ideally a peer) and present analysis results in a format that gives conclusions on the performance of both. The assessment of the performance should compare observed processes and outcomes, and make justified conclusions, also comparing the performances observed against ideal models and benchmarks. Learners' feedback to the professional sports performers (self, written, peer, face to face) should include suggestions for short-, medium- and long-term goals, justified by video evidence and supported by relevant data. Conclusions can be drawn on the effectiveness and practical application of the analysis process, benchmarks and ideal models, giving suggestions for alternatives.

For merit standard, learners will give details of the analysis methods design and analysis techniques. Learners will use evidence to support these details, such as appropriate literature based on validity, accuracy, reliability, ease of use, cost and accessibility. Learners will give clear evidence to support a view on the strengths and weaknesses of each method. They will consider the concepts that underpin the process. Learners will present a careful consideration of varied factors that apply to the different technologies available to use to analyse sports performance and critique each one, considering which one is the best to assess the appropriate component of a professional sports performers' performance in training or competition. Learners will collate detailed data from the observation of a professional sports performer when training (ideally self-analysis) and a professional sports performer in a competitive situation (ideally a peer). Learners can then present data in different formats, which show a variation in how the information gathered can be visually displayed to illustrate the detailed data. Collated and presented data is compared to own ideal performance models and benchmarks. Learners will analyse the collated data and make conclusions that support the judgements made. Feedback to the professional sports performers (self, written, peer, face to face) will be presented in a format that shows a detailed breakdown of each performer's strengths and areas for improvement, and which sets goals for development, based on the data.

For pass standard, learners will draw on a range of performance profiling methods, testing and analysing techniques which gather information that supports the analysis of a professional sports performer's performance during training and in competitive situations. Learners will give clear evidence to support a view on the different technologies available to support the analysis of performance of a professional sports performer. Learners will carry out an observation of the sports performance of a professional sports performer when training (ideally self-analysis) and a professional sports performer in a competitive situation (ideally a peer), collating data and presenting the results from each analysis in a suitable and simple format. Learners present their findings in a way that shows basic data collection and which uses a simple presentation format for each analysis the learner has carried out. Presentation of feedback to professional sports performers (self, written, peer, face to face) will identify strengths and areas for development.

Learning aims D and E

For distinction standard, learners will draw on varied information to consider the importance of appropriate behaviour of professional sports performers during competition, training and periods of rest. Learners will highlight the impact that positive and negative behaviours can have on the performance of a professional sports performer, using relevant examples from the world of sport to highlight the impact that these behaviours can have on professional sports performers. Learners will consider their performance when taking part in a media interview, giving a summary of their strengths and areas for development if they are required to take part in more interviews. Learners will give suggestions for what they can do to improve their performance.

For merit standard, learners will present a careful consideration of the varied factors relating to different lifestyles that can affect professional sports performance, identifying the factors that are the most important. Learners will consider a range of internal and external lifestyle pressures that a professional sports performer may face in their career and coping and management mechanisms to overcome each form of pressure. Learners will present the outcome of methodical and detailed examination of the importance of appropriate behaviour for professional sports performers during competition, training and periods of rest. Learners will consider the importance of communicating effectively with the multi-disciplinary staff they work alongside with to support their performance when training and competing. Learners will outline effective methods of developing and maintaining relationship with multi-disciplinary staff. Learners will consider their performance when taking part in a media interview, giving a summary of their strengths and weaknesses.

For pass standard, learners will give clear evidence to support a view on the different lifestyle factors that can affect professional sports performers. Learners should draw on different examples from across different sports to outline the positive and negative impacts on the performance of a professional sports performer. Learners will consider a range of internal and external lifestyle pressures that a professional sports performer may face during their career and coping and management strategies that can be implemented to overcome each type of pressure. Learners will consider how appropriate behaviour is important for professional sports performers during competition, training and periods of rest. Learners will explore the methods of communicating effectively with the multi-disciplinary staff they work alongside with to support their performance when training and competing, and when taking part in a media interview.

Links to other units

This unit links to:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit B: Health, Wellbeing and Sport
- Unit D3: Applied Anatomy and Physiology for Professional Performance.

Employer involvement

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

Unit D3: Applied Anatomy and Physiology for Professional Performance

Level: **3**

Unit type: **Internal**

Guided learning hours: **180**

Unit in brief

Learners explore anatomy and physiology, and apply it to sporting movements, fitness and training programming, injuries, prevention and rehabilitation common in a chosen sport.

Unit introduction

The human body is made up of many different systems that work together to allow us to take part in a vast range of sport and exercise activities. For a professional sports performer, it is essential that they have an understanding of these systems and how they interact. Learners will identify the requirements of the professional sports performer, assessing physical capability and developing programs to enhance professional sports performance.

In this unit, you will explore the structure and functions of the human body, and how the body responds to short- and long-term exercise. You will apply your knowledge to various sporting movements in a chosen sport. You will work on profiling a selected professional sports performer and interpret fitness test data to inform a training programme for achieving specific, measurable, achievable, realistic, time-bound (SMART) targets. Finally, you will explore the common types of injuries in professional sport, together with the physiological and psychological responses that a professional sports performer will experience.

These activities will prepare you for a career as a professional sports performer in your chosen sport or for a vital role in the support team of coaches, sports scientists and physiotherapists. This unit will give you a good basis for studying at higher education level sport and sports and exercise-science-related qualifications.

Learning aims

In this unit you will:

- A** Explore the application of anatomy and physiology principles in different sporting movements
- B** Examine the short- and long-term physiological effects of exercise on the body during professional sports performance
- C** Investigate fitness data to inform and develop a professional sports performance programme
- D** Examine common types of sports injuries relevant to professional sports performance
- E** Develop physiological and psychological strategies as a response to professional sports performance injuries.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|--|--|---|
| A Explore the application of anatomy and physiology principles in different sporting movements | A1 The skeletal system A2 The muscular system A3 The cardiovascular system A4 The respiratory system A5 The energy systems | A report on the use of the systems of the body in a variety of sports specific movements. The report should outline the short- and long-term response to exercise by a professional sports performer in a selected sport. |
| B Examine the short- and long-term physiological effects of exercise on the body during professional sports performance | B1 Skeletal system response to exercise B2 Muscular system response to exercise B3 Cardiovascular system response to exercise B4 Respiratory system response to exercise B5 Adenosine Triphosphate (ATP) and the energy systems' response to exercise | |
| C Investigate fitness data to inform and develop a professional sports performance programme | C1 Collecting and interpreting fitness data, working with appropriate staff C2 The physical requirements of the professional sports performer's sport C3 Working with appropriate staff to design a training development plan to improve physical capabilities | A written fitness profile for a selected professional sports performer. The report should contain suitable fitness test results interpreted against normative data, an outline of the requirements of the sport and a suitable training programme to develop the areas for improvement identified in the feedback given to the professional sports performer. |
| D Examine common types of sports injuries relevant to professional sports performance | D1 Minor sports injuries D2 Major sports injuries D3 Preventative measures D4 Methods of rehabilitation D5 Common treatment methods | Development and justification of physiological and psychological strategies as response to sports injuries, supported by effective and confident practical application of a range of common treatment methods in response to given case-study scenarios. |
| E Develop physiological and psychological strategies as a response to professional sports performance injuries | E1 Physiological response to injury E2 Psychological responses to injury E3 Common treatment methods | |

Content

Learning aim A: Explore the application of anatomy and physiology principles in different sporting movements

A1 The skeletal system

- Axial skeleton,
- Appendicular skeleton:
 - types of bone
 - long bones
 - short bones
 - flat bones
 - irregular bones
 - sesamoid bones.
- Location of major bones:
 - cranium
 - clavicle
 - ribs
 - sternum
 - humerus
 - radius
 - ulna
 - scapula
 - ilium
 - pubis
 - ischium
 - carpals
 - metacarpals
 - phalanges
 - femur
 - patella
 - tibia
 - fibula
 - tarsals
 - metatarsals
 - vertebral column: cervical vertebrae, thoracic vertebrae, lumbar vertebrae, sacrum, coccyx.
- Functions of skeleton:
 - support
 - protection
 - attachment for skeletal muscle
 - source of blood cell production
 - store of minerals
 - movement/leverage.
- Joints:
 - fixed
 - slightly movable
 - synovial/freely movable
 - types
 - structures
 - movement at each joint.

A2 The muscular system

- Major muscles, including position and action of each.
- Location and action of the major muscles:
 - biceps
 - triceps
 - deltoids
 - pectoralis major
 - rectus abdominis
 - rectus femoris
 - vastus lateralis
 - vastus medialis
 - vastus intermedius
 - semimembranosus
 - semitendinosus
 - biceps femoris
 - gastrocnemius
 - soleus
 - tibialis anterior
 - erector spinae
 - teres major
 - trapezius
 - latissimus dorsi
 - obliques
 - gluteus maximus.
- Types of muscle:
 - cardiac
 - skeletal
 - smooth.
- Function of muscular system.
- Movement:
 - antagonistic pairs
 - agonist
 - antagonist.
- Fixator.
- Synergist.
- Types of contraction:
 - isometric
 - concentric
 - eccentric
 - isokinetic.
- Fibre types:
 - Type I
 - Type IIa
 - Type IIb
 - characteristics
 - types of sports each one is associated with.

A3 The cardiovascular system

- Heart:
 - atria
 - ventricles
 - bicuspid valve
 - tricuspid valve
 - aortic valve
 - pulmonary valve
 - aorta
 - vena cava superior and inferior
 - pulmonary vein
 - pulmonary artery.
- Blood vessels:
 - arteries
 - arterioles
 - capillaries
 - veins
 - venuoles.
- Function of cardiovascular system:
 - delivery of oxygen and nutrients
 - removal of waste products.
- Thermoregulation:
 - vasodilation and vasoconstriction of vessels.
- Function of blood:
 - oxygen transport
 - clotting
 - fighting infection.

A4 The respiratory system

- Structure:
 - nasal cavity
 - epiglottis
 - pharynx
 - larynx
 - trachea
 - bronchus
 - bronchioles
 - lungs
 - lobes
 - thoracic cavity
 - visceral pleura
 - thoracic pleura
 - pleural fluid
 - alveoli
 - diaphragm
 - intercostal muscles – external/internal
 - accessory respiratory muscles.

- Function:
 - gaseous exchange
 - mechanisms of breathing
 - inspiration
 - expiration
 - lung volumes, e.g.
 - tidal volume
 - vital capacity
 - residual volume
 - control of breathing
 - neural
 - chemical.

A5 The energy systems

- The role of Adenosine Triphosphate (ATP).
- Phosphocreatine.
- Anaerobic glycolysis.
- Aerobic energy system.
- Amount of ATP produced by each system.
- Sports that use these systems to provide energy.
- Recovery time.

Learning aim B: Examine the short- and long-term physiological effects of exercise on the body during professional sports performance

B1 Skeletal system response to exercise

- Responses of the skeletal system to a single sport or exercise session:
 - increase of mineral uptake
 - increased range of movement.
- Adaptations of the skeletal system to long-term exercise:
 - increased bone strength
 - increased ligament strength
 - increased synovial fluid production
 - increased hyaline cartilage thickness
 - increase in bone-calcium stores.

B2 Muscular system response to exercise

- Responses of the muscular system to a single sport or exercise session:
 - hypertrophy
 - increase in tendon strength
 - increase in myoglobin stores
 - increased number of mitochondria
 - increased storage of glycogen and fat
 - increased muscle strength
 - increased tolerance to lactic acid
 - increased blood supply
 - increase in muscle pliability
 - increased range of movement
 - muscle fibre micro-tears.

B3 Cardiovascular system response to exercise

- Responses of the cardiovascular system:
 - heart rate anticipatory response
 - heart rate activity response
 - increased blood pressure
 - blood redistribution
 - cardiac hypertrophy
 - increase in stroke volume
 - increase in cardiac output, decrease in resting heart rate
 - capillarisation
 - increase in blood volume
 - reduction in resting blood pressure
 - decreased heart rate recovery time.

B4 Respiratory system response to exercise

- Neural and chemical control.
- Increased tidal volume.
- Increased breathing rate.
- Increased vital capacity.
- Increase in minute ventilation.
- Increased strength of respiratory muscles.
- Increase in oxygen and carbon dioxide diffusion rate.

B5 ATP and the energy systems response to exercise

- Phosphocreatine: increased creatine stores.
- Lactic acid: increased tolerance to lactic acid.
- Aerobic: increased availability of oxygen.
- Energy continuum.
- Energy requirements of different sport and exercise activities.
- Increased aerobic and anaerobic enzymes.
- Increased use of fats as an energy source.
- Increased storage of glycogen.
- Increased number of mitochondria.

Learning aim C: Investigate fitness data to inform and develop a professional sports performance programme**C1 Collecting and interpreting fitness data, working with appropriate staff**

- Multi-disciplinary support staff:
 - sports scientist
 - strength and conditioning coach
 - gym instructor
 - personal trainer
 - sports coach.
- Analyse fitness test data:
 - interpret results against normative data
 - give feedback to the professional sports performer, including strengths and areas for improvement
 - SMART targets.

C2 The physical requirements of the professional sports performer's sport

- Physical components of fitness:
 - aerobic endurance
 - muscular endurance
 - flexibility
 - speed
 - strength
 - body composition.
- Skill-related components of fitness:
 - agility
 - balance,
 - coordination
 - power
 - reaction time.

C3 Working with appropriate staff to design a training development plan to improve physical capabilities

- Multi-disciplinary support staff and information:
 - sports scientist
 - strength and conditioning coach
 - nutritionist
 - psychologist
 - personal trainer
 - sports coach
 - information
 - goals
 - short-term
 - medium-term
 - long-term
 - SMART targets
 - lifestyle
 - medical and physical activity history
 - effective, safe and inclusive practice
 - phase of training cycle.
- FITT (Frequency, Intensity, Time, Type) principles – adaptation, modification and progression of each.
- Additional principles of fitness: specificity, progressive overload, reversibility, adaptation, individuality, recovery time.
- Methods of training:
 - flexibility
 - strength
 - muscular endurance
 - power
 - aerobic endurance
 - speed
 - proprioception training.
- Periodisation:
 - macrocycle
 - mesocycle
 - microcycle
 - individual training sessions.

Learning aim D: Examine common types of sports injuries relevant to professional sports performance

D1 Minor sports injuries

- Common signs and symptoms:
 - bone – fractures
 - articular cartilage
 - joint
 - ligament sprain/tear – grade I, II, III
 - muscle strain/tear – grade I, II, III
 - haematoma inter and intra
 - cramp
 - acute compartment syndrome
 - tendon
 - partial and complete tear
 - tendinitis
 - bursitis
 - skin
 - abrasions
 - lacerations
 - puncture wounds
 - contusions.

D2 Major sports injuries

- Common signs and symptoms:
 - bone
 - stress fracture
 - osteitis
 - apophysitis
 - articular cartilage
 - joint
 - synovitis
 - osteoarthritis
 - ligament
 - inflammation
 - muscle – chronic compartment syndrome, muscle focal thickening
 - tendon
 - tendinopathy
 - tendinitis
 - bursitis
 - skin – blister, callus.

D3 Preventative measures

- Role of the coach.
- Equipment and environment.
- Performer preparation.
- Appropriate training.
- Correction of biomechanical abnormalities.
- Taping and bracing.
- Nutrition.
- Adequate recovery.
- Psychological intervention.

D4 Methods of rehabilitation

- Methods to improve joint range of motion.
- Methods to improve musculotendinous flexibility.
- Methods to improve muscle conditioning.
- Methods to improve neuromuscular control.
- Methods to improve skill acquisition/functionality.

D5 Common treatment methods

- First aid.
- Protection, rest, ice, compression, elevation and diagnosis (PRICED).
- See, ask, look, touch, active, passive, strength (SALTAPS).
- Taping.
- Bandaging.
- Sling.
- Splints.
- Cryotherapy (use of ice).
- Thermal therapy (use of heat).
- Medical referral.
- Qualified first aider.
- Paramedic/ambulance.
- Physiotherapist.

Learning aim E: Develop physiological and psychological strategies as a response to professional sports performance injuries

E1 Physiological responses to injury

- Phase 1 – inflammatory.
- Phase 2 – proliferative.
- Phase 3 – maturation.
- Length of time for different phases.
- Physiological responses/symptoms at each phase:
 - pain
 - swelling
 - redness/discoloration
 - heat
 - loss of function
 - bleeding.

E2 Psychological responses to injury

- Three categories of response – injury relevant information processing stage, emotional upheaval and reactive behaviour stage, positive outlook and coping stage.
- Response to injury:
 - anger
 - anxiety
 - depression
 - frustration
 - isolation.

E3 Common treatment methods

- Response to treatment:
 - anxiety
 - frustration
 - motivation
 - goal setting.

Assessment criteria

| Pass | Merit | Distinction |
|---|---|---|
| Learning aim A: Explore the application of anatomy and physiology principles in different sporting movements | | AB.D1 Compare and contrast the use of the systems of the body and effects of exercise, of professional and non-professional sports performers during different sporting movements. |
| A.P1 Explain the systems of the body used during different sporting movements. | A.M1 Analyse the systems of the body used during different sporting movements. | |
| Learning aim B: Examine the short- and long-term physiological effects of exercise on the body during professional sports performance | | |
| B.P2 Describe the skeletal, muscular, cardiovascular, respiratory and energy systems response to a single bout of exercise. B.P3 Describe the long-term effects of exercise on the skeletal, muscular, cardiovascular, respiratory and energy systems. | B.M2 Explain the response of the musculoskeletal, cardiorespiratory systems to a single bout of exercise. B.M3 Explain the long-term effects of exercise on the musculoskeletal, cardiorespiratory and energy systems. | |
| Learning aim C: Investigate fitness data to inform and develop a professional sports performance programme | | C.D2 Justify the training programme for a professional sports performer, linking to requirements of the sport, fitness data and individual areas for improvement. |
| C.P4 Interpret fitness data, providing feedback to the performer. C.P5 Plan an appropriate physical training programme for a professional sports performer incorporating principles of training and periodisation. | C.M4 Assess professional sports performers' strengths and areas for improvement from fitness test data explaining how the planned training programme meets the individuals' needs. | |
| Learning aim D: Examine common types of sports injuries relevant to professional sports performance | | DE.D3 Evaluate common sports injuries and symptoms, and the physiological and psychological responses to them with specific examples of treatment and rehabilitation methods. |
| D.P6 Explain prevention, recovery, rehabilitation and management measures of common sports injuries for a selected professional sports performer. | D.M5 Analyse prevention, recovery, rehabilitation and management measures of common sports injuries for a selected professional sports performer. | |
| Learning aim E: Develop physiological and psychological strategies as a response to professional sports performance injuries | | |
| E.P7 Explain how the body responds physiologically and psychologically to sports injuries. E.P8 Summarise appropriate treatment methods for sports injuries. | E.M6 Analyse the physiological and psychological response to sports injuries, together with appropriate treatments and rehabilitation, using specific examples. | |

Essential information for assignments

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

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

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

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

Learning aims: D and E (D.P6, E.P7, EP.8, D.M5, E.M6, DE.D3)

Further information for teachers and assessors

Resource requirements

Learners will need access to models and/or images relating to the body systems, for example a skeleton model.

Learners will need access to appropriate professionals, for example sports scientists, strength and conditioning coaches, physiotherapists, coaching staff, to support the gathering of fitness data and the development of training programmes.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will focus on comparing and contrasting professional and non-professional sports performers and the body systems' involvement in the execution of three movements from a selected sport. Evidence should include the components of the skeletal system (i.e. bones, joints, movement types), muscular system (i.e. muscles used, fibre types, contraction types), cardiovascular, respiratory systems (i.e. components of the system in use, functions of the systems) and energy systems (ATP, systems being used). Learners will also compare and contrast how the systems respond and adapt to exercise. This should include the responses and adaptations of the musculoskeletal, cardiovascular, respiratory and energy systems, including how these responses and adaptations aid sports performance.

For merit standard, learners will present the outcome of methodical and detailed examination of the key elements of each body system used to carry out three movements from a selected sport. Learners will show clear details and give evidence of the responses of the musculoskeletal, cardiovascular and respiratory systems to a single bout of exercise. They will need to include how muscle responds to exercise, including increased blood supply and the effects of resistance exercises, which includes micro-tears. Learners should consider cardiovascular and respiratory responses, and give reasons for physiological evidence, in order to clearly support their explanation. Learners will explore the adaptations of the musculoskeletal, cardiovascular, respiratory and energy systems to long-term exercise, such as a six-week training programme.

For pass standard, learners will give clear evidence of the key elements of each anatomy and physiology system used to carry out three sporting movements. Evidence should include the components of the skeletal, muscular, cardiovascular, respiratory and energy systems. Learners will give a clear, objective account in their own words of the responses of the musculoskeletal and energy systems to a single bout of exercise. They will include how muscle responds to exercise, including the increased blood supply and the effects of resistance exercises, which includes micro-tears. Each of the energy systems should be described and their contribution to the exercise bout over a period of around 30 minutes. Learners will also explore how the cardiovascular and respiratory systems respond to a single bout of exercise. This should include the pre-exercise effects that occur in the heart. Learners should describe the effects over an exercise period of around 30 minutes so that steady state has been attained. Learners will describe the adaptations of the musculoskeletal, cardiorespiratory and energy systems to long-term exercise such as a six-week training programme.

Learning aim C

For distinction standard, learners will be able to give reasons and evidence to support an opinion on the professional sports performer development training programme designed to meet the individual needs of the professional sports performer. Learners must provide reasoning for the timings, intensity and type of training selected, giving links to the fitness test data gathered. In addition, learners should consider how the planned programme addresses the professional sports performers' areas for development (as identified in SMART targets), as well as giving links to the physical requirements of the selected sport.

For merit standard, learners will present a careful consideration of varied factors that apply to how fitness test results for different components of fitness will impact positively and negatively on performance for a selected sports performer, and what the performer would need to do in order to improve their performance in a specific sport. Learners will clearly consider the professional sports performers' strengths and areas for improvement, developing SMART targets for development. Learners will explore how the planned programme meets the individual needs of the professional sports performer, linking to the requirements of the sport and fitness data.

For pass standard, learners will identify appropriate staff to work with and to gather fitness testing data. This data will then be compared to normative data to identify strengths and areas for improvement. Learners will clearly outline the physical requirements of the sport before giving verbal and/or written feedback to the professional sports performer. Learners will identify the appropriate staff to work with, before working to produce a safe and effective professional sports performer development training programme for a selected professional sports performer. The programme must be suitable for the individual's needs and goals, and apply the principles of training and the concept of periodisation, using suitable methods of training.

Learning aims D and E

For distinction standard, learners will be required to demonstrate detailed consideration of specific sports injuries by including a detailed examination addressing both the physiological and psychological responses. Specific sports injuries will be in relation to common minor and major injuries, their symptoms, injury mechanisms and the treatment/rehabilitation required. The information presented will be factually correct. Use of concise written language, correct terminology and language is evident.

For merit standard, learners will present the outcome of methodical and detailed examination of all aspects of their chosen minor and major injuries by breaking down the aetiology and mechanism of injury for each injury, together with treatment/rehabilitation in order to interpret and study the interrelationships between the parts. This could be supported by annotated diagrams and pictures. Learners will consider different aspects of the physiological and psychological responses in conjunction with the stage(s) of injury and use of specific injury examples. This could be through the use of a case study of professional sports performers with specific sports injuries. There will be few inaccuracies relating to the use of terminology and explanations will be clear, succinct and easy to understand.

For pass standard, learners will give clear evidence to support a view on the specific injuries selected, with regard to common signs and symptoms of the injury. Common signs and symptoms could include general signs of minor or major sports injuries, as well as signs specific to the chosen injury. Learners must cover at least three minor injuries, i.e. bone, muscle and ligament strain/tear, articular cartilage and joint, and three major injuries, i.e. bursitis, ligament, muscle, tendon and bone. Learners must also explain methods of preventing each of the selected injuries. They will summarise the appropriate treatment and rehabilitation methods for each injury, i.e. PRICED, SALTAPS, taping, bandaging, sling, splints, cryotherapy, thermal therapy, hot/cold therapy and medical referral. Learners will include evidence that they understand the physiological responses to injury. The three phases, inflammatory, proliferative and maturation, will all be clearly addressed with a sound explanation of what occurs in each phase and how. Learners will include evidence that they understand the psychological responses to injury.

Links to other units

This unit links to:

- Unit C3: Professional Sports Performer
- Unit C2: Fitness Skills Development
- Unit 7: Functional Sports Massage
- Unit 8: Fitness Testing.

Employer involvement

This unit would benefit from employer involvement in the form of links with industry professionals and health fitness instructors. This will help learners to understand the structure and function of the human body in order to pursue a career in the sport and fitness industry.

Unit E: Research Project in Sport (Pearson-set)

Level: **3**

Unit type: **Pearson-set and internally assessed**

Guided learning hours: **120**

Unit in brief

Learners propose and undertake research within a sport context.

Unit introduction

The principles of improvement are central to sport and are enabled through knowledge and understanding identified through research and investigation. Whether trying to engage the community to be more active or develop new tactics and techniques, there are always opportunities for development that come through testing practice or assessing information. Being able to manage a research project is a highly valuable and desirable skill.

In this unit, you will develop broad research skills, including knowledge, understanding and professional behaviours required for independent investigations in sport. You will develop the skills needed to form a proposal in response to a theme and related topics. You will form a hypothesis and define a methodology for investigating the validity of the hypothesis. You will follow ethical guidelines and use techniques for analysing and interpreting data in order to draw conclusions and consider the impact of these.

On successful completion of this unit, you will be able to propose and carry out independent research within a range of careers or in higher education. The problem-solving and analytical skills developed are highly valued in higher education and in employment.

Please note that this unit can only be taken in the second year of a study programme.

Summary of assessment

This unit is assessed through a centre-set assignment. The assignment brief(s) (set by the centre) will be based on a theme provided by Pearson (this will change annually). The theme, and chosen topic within the theme, will enable learners to design and implement a research project relating to sport. Learners will be required to research, interpret and analyse a range of information which is focused on a particular area of interest relevant to their qualification.

Please refer to the accompanying Pearson-set Assignment Guide and the Theme Release document for further support and guidance on the delivery of the Pearson-set unit.

Learning aims

In this unit you will:

- A** Propose a research project in sport
- B** Apply investigation skills for a research project in sport
- C** Draw conclusions from a research project in sport.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|---|---|---|
| A Propose a research project in sport | A1 Creating a proposal and forming a hypothesis for research A2 Data collection for research A3 Validity and reliability in research | <p>The assignment brief for this unit must be based on the Pearson-set theme and topic. Select one of the topics and use this to create a brief or briefs with tasks that cover all criteria and learning aims.</p> <p>If using more than one brief, the criteria for learning aim A must be covered in both.</p> |
| B Apply investigation skills for a research project in sport | B1 Applying research practice principles to an investigation | <p>There must be no more than two assignment briefs to cover all learning outcomes. It is possible to cover all learning aims and criteria in one brief.</p> <p>If using more than one brief, the criteria for learning aims B and C must be covered in both.</p> |
| C Draw conclusions from a research project in sport | C1 Interpreting data and information C2 Drawing conclusions C3 Presenting information | |

Content

Learning aim A: Propose a research project in sport

A1 Creating a proposal and forming a hypothesis for research

- Reasons for the hypothesis and the benefits of research:
 - performance enhancement
 - designs or use for sports technology
 - personal progression/improvement
 - contributing to knowledge and understanding
 - sports development.
- Defining a hypothesis related to sport.
- Generating a rationale to support the research project.
- Review of current information on topics.
- Ethics, consent, confidentiality and impartiality.
- Safety considerations.
- Research project design:
 - descriptive such as a case study, naturalistic observation, survey
 - correlation such as a case-control study or observation
 - experimental such as field experiment, quasi-experiment.

A2 Data collection for research

- Types of research: primary, secondary, quantitative, qualitative, mixed.
- Types of data: primary or secondary.
- Data collection techniques:
 - qualitative:
 - observations
 - interview, questionnaires, focus groups and surveys
 - case study, ethnographies and oral history
 - quantitative:
 - laboratory-based
 - field-based
 - questionnaire.
- Consideration of data classifications to collect:
 - discrete
 - nominal
 - ordinal
 - continuous
 - interval
 - ratio.

A3 Validity and reliability in research

- Selecting research methods that will provide the most valid and reliable results:
 - validity, accuracy and measuring of relevant variables, e.g.:
 - construct validity
 - criterion validity, concurrent and predictive
 - internal validity
 - external validity and ecological validity
 - precision
 - reliability:
 - dependable
 - repeatable
 - predictable.

Learning aim B: Apply investigation skills for a research project in sport

B1 Applying research practice principles to an investigation

- Project management:
 - managing participants
 - communication
 - keeping records of project milestones
 - note taking
 - problem solving
 - scheduling and timekeeping
 - contingency and remedial actions.
- Professional behaviours:
 - honesty, integrity and impartiality
 - punctuality
 - empathy and active listening
 - data protection and confidentiality.
- Investigation practice:
 - select information and data from appropriate sources
 - use of relevant processes and methods
 - operation and maintenance of instrumentation, materials and equipment
 - risk assessments and management
 - recording results with accuracy and precision
 - checking data for accuracy
 - tallying results.

Learning aim C: Draw conclusions from a research project in sport

C1 Interpreting data and information

- Data reduction and coding for simplifying results, e.g. open, axial, selective.
- Quantitative data analysis:
 - organising quantitative data, e.g. range, rank order, frequency
 - calculation: mean, median, mode and standard deviation
 - visualising information: distribution curves and correlation
 - inferential statistics, correlation and association of information
 - meaning and relevance of statistics (percentage change, effect size).
- Qualitative data analysis:
 - deductive and inductive approaches
 - steps:
 - organisation
 - coding: descriptive, in vivo, pattern
 - validation
 - points of focus, e.g. content, attitude, actual versus hypothetical experience
 - types of qualitative analysis, e.g. content, narrative, discourse, framework, grounded.

C2 Drawing conclusions

- Interpreting data, finding patterns and relationships.
- Triangulating and member checking.
- Relating data to original hypothesis.
- Considering issues with the research that would impact validity, reliability, precision and accuracy.
- Alternative readings and perspectives.

C3 Presenting information

- Visual information diagrams.
- Formats relevant to the project.
- Organising information.
- Structured arguments and sections.
- Key information and background.
- Final conclusions.

Assessment criteria

| Pass | Merit | Distinction |
|---|--|---|
| Learning aim A: Propose a research project in sport | | |
| <p>A.P1 Define an appropriate hypothesis, with relevant aims and objectives.</p> <p>A.P2 Select appropriate research methods and plan the investigation.</p> | <p>A.M1 Competently plan a detailed and well-organised research proposal with efficient methodologies.</p> | <p>A.D1 Effectively propose a strategic and assured research project.</p> |
| Learning aim B: Apply investigation skills for a research project in sport | | |
| <p>B.P3 Carry out research using qualitative or quantitative research methods that are appropriate for the aims.</p> <p>B.P4 Maintain professional and ethical research standards, applying research practice principles.</p> | <p>B.M2 Project manage the research, applying detailed checks for accuracy and precision.</p> | <p>B.D2 Confidently and consistently implement a research project, monitoring progress and checking accuracy, precision, validity and reliability.</p> |
| Learning aim C: Draw conclusions from a research project in sport | | |
| <p>C.P5 Analyse the data in relation to the original hypothesis using appropriate techniques.</p> <p>C.P6 Draw and communicate conclusions in relation to the original hypothesis.</p> | <p>C.M3 Evaluate information gathered, drawing and communicating reasonable and objective conclusions.</p> <p>C.M4 Evaluate the techniques and processes used and their impact on the investigation, making recommendations for future research.</p> | <p>C.D3 Critically analyse and synthesise information from research to draw valid conclusions that are communicated fluently.</p> |

Essential information for assignments

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

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

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

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

Further information for teachers and assessors

Resource requirements

There are no specific additional resource requirements for this unit.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will develop a proposal for the research project that will cover all key areas, with a focused and pertinent hypothesis and sophisticated methodologies that show insight into selection of the most valid and reliable data collection strategies.

For merit standard, learners will provide a detailed plan with all of the key points covered. The hypothesis and research methodology will be supported with some initial research into similar investigations. There will be a relevant rationale within the proposal and the selection of methodologies will be clearly efficient. The validity and reliability of data collection will be considered.

For pass standard, learners will give a clear outline of the hypothesis for the sport research to be carried out. This will be aligned to generally appropriate aims and objectives, which may be overly ambitious or not fully aligned to the hypothesis. Learners will draw up a proposal that includes research methods based on some consideration of the types of data collection and opportunities for increased validity and reliability that would enable relevant conclusions.

Learning aims B and C

For distinction standard, learners will implement the research methodology ethically, demonstrating professional behaviours and practice. They will continually monitor the data being collected and the progress being made within the research project, making an assessment of issues with accuracy and precision, taking into account the validity and reliability of results and taking corrective action where required. When drawing conclusions, learners will critically assess all aspects of their research project, making detailed observations of where conclusions would require further investigation for validity. Evaluations will consider multiple aspects of the results from the investigation when balancing conclusions and judgements. The communication of the conclusions will be assured and use valuable means for putting complex points across in a succinct way.

For merit standard, learners will manage the project research systematically, applying detailed checks throughout the data collection for accuracy and precision in relation to the project's intentions. Learners' evaluations will cover most of the techniques and processes, assessing their impact on the validity of the conclusions. They will make relevant recommendations for future research with some justification.

For pass standard, learners will perform data collection and carry out research duties showing some regard for research practice principles. Data collection methods will reflect the initial proposal with some margin of error. Learners will assess the data they have collected superficially and the conclusions they draw will be related to the original hypothesis, but may be imbalanced or partially relevant, requiring significant further investigation.

Links to other units

This unit links to:

- Unit B: Health, Wellbeing and Sport
- Unit C3: Professional Sports Performer
- Unit 1: Sport Development
- Unit 4: Nutrition for Physical Performance
- Unit 13: Influence of Technology in Sport and Physical Activity
- Unit 15: Ethical and Current Issues in Sport.

Employer involvement

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

- guest speakers and visiting professionals
- devising briefs with employers
- visits to sporting establishments.

Unit 1: Sport Development

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore the principles of sport development, the key agencies involved and provide practical examples of current practice.

Unit introduction

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

In this unit, you will look at sport development and the diverse work of sport development officers. You will explore the key concepts in sport development, including the sport development continuum, target groups and barriers to participation. You will also explore the cross-cutting agendas in which sport development plays a significant role. Participation in sport and exercise is at the core of the work of any sport development officer. You need to understand what may prevent people from participating in sport, whether it is cultural, financial or for another reason. You will identify the needs of key central and local target groups and what can be done to allow these groups more access to sport and exercise. You will also study sport development in practice, including within local authorities, sport national governing bodies, voluntary clubs and other organisations. Sport development is largely about project management. These projects are seldom delivered in isolation, and you need to develop an understanding not just of other stakeholders or funding sources but also the protocol for designing and delivering a multi-agency project. You will be expected to investigate different organisations involved in sport development. These organisations can help with funding, sponsorship or even assist in supplying volunteers for events and research.

This unit will help you to progress to employment in sport development, health and education. The unit will also help you to progress to further study in higher education or professional qualifications in sport development, coaching and health promotion.

Learning aims

In this unit you will:

- A** Examine key concepts in sport development
- B** Explore the key providers of sport development
- C** Investigate sport development in practice.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|---|--|---|
| A Examine key concepts in sport development | A1 The sport development continuum A2 Purpose of sport development A3 Barriers to participation A4 Target groups | A presentation evaluating the barriers to participation for individuals from different target groups at different levels of the sport development continuum, providing effective and realistic solutions. |
| B Explore the key providers of sport development | B1 The organisation of providers of sport development in the UK B2 Providers of sport development B3 Structure of sport development organisations B4 Roles and responsibilities of job roles in sport development | A report evaluating the roles and responsibilities of professionals working in different types of sport development organisations. |
| C Investigate sport development in practice | C1 Initiatives C2 Project planning C3 Measures of success | A presentation evaluating the activities in the project plan and justifying choices of activities by recommending suitable measures of success. |

Content

Learning aim A: Examine key concepts in sport development

A1 The sport development continuum

- Levels on the continuum:
 - foundation activities:
 - play
 - multi-skill sessions
 - basic skill development
 - balance and coordination
 - participation activities:
 - grass roots clubs
 - basic skill development in a particular sport
 - introduction of competitive games
 - performance activities:
 - regional and semi-professional level clubs
 - tactical development
 - refining complex skills
 - patterns of play
 - excellence activities:
 - national level competition
 - international level competition
 - professional environments.
- Levels of coaching/leadership required at each level.
- Equipment and facility needs.
- Financial cost of providing activities at each level.

A2 Purpose of sport development

- Skill development.
- Increasing activity levels.
- Improving health and wellbeing.
- Showing progression.
- Targeting groups at risk in the community.
- Developing community cohesion.
- Increasing/lifelong participation.
- Cross-cutting agendas, e.g.:
 - pro-health
 - pro-education
 - anti-drug
 - anti-crime
 - regeneration.

A3 Barriers to participation

- Cultural:
 - diversity
 - ethnic differences
 - cultural expectations.
- Social:
 - having children
 - access to facilities
 - cohesion.

- Economic:
 - financial considerations
 - cost of activities
 - purchasing equipment and sportswear.
- Historical:
 - stereotypes of male/female sports
 - male/female role in society.
- Educational:
 - physical education
 - presence of role models.

A4 Target groups

- Women.
- Young people.
- People over 50.
- People with disabilities.
- Black and minority ethnic groups (BMEs)
- LGBT+.

Learning aim B: Explore the key providers of sport development

B1 The organisation of providers of sport development in the UK

- Public sector:
 - local councils
 - NHS
 - national government projects/initiatives.
- Private sector:
 - private businesses that operate to make a profit.
- Voluntary sector:
 - sports clubs that have an interest in certain sports
 - volunteers work for free or for expenses.

B2 Providers of sport development

- National organisations:
 - Sport England, Scotland, Wales, Northern Ireland
 - Department for Digital, Culture, Media and Sport (DCMS)
 - Youth Sport Trust.
- Local authorities.
- Governing bodies:
 - international
 - national
 - regional
 - local.
- Voluntary organisations.
- Private sector providers.
- Professional providers.

B3 Structure of sport development organisations

- Committees.
- Working groups.
- Forums.
- Consultation groups.
- Community groups.
- Personnel.

B4 Roles and responsibilities of job roles in sport development

- Personnel in sport development:
 - sport development officers:
 - sports specific
 - non-sports specific
 - sport specific:
 - coaches
 - leaders
 - managers
 - community volunteers:
 - sport specific
 - non-sport specific
 - youth workers
 - health improvement officers.
- Roles and responsibilities:
 - enabling and facilitating
 - direct delivery
 - strategic
 - operational
 - advisory
 - participation
 - performance
 - child protection.

Learning aim C: Investigate sport development in practice**C1 Initiatives**

- Local initiatives:
 - local authority sport development
 - sport-specific activities
 - national governing body initiatives through grass roots clubs
 - activities that are aimed at target groups
 - partnership working to meet a specific aim, e.g.:
 - health improvement
 - tackling social isolation
 - community cohesion.
- National initiatives:
 - Olympic Games and Paralympic Games talent identification and development
 - Awards for All
 - Big Lottery Fund
 - national governing body projects
 - school games
 - physical education
 - private sector programmes
 - county sports partnerships.

C2 Project planning

- Aims and objectives.
- Link to a specific target group.
- Level of sport development continuum the project is aimed at.
- Funding source.
- Sport specific versus non-sport specific.
- Session plans.
- Series of activities.
- Equipment.
- Staffing requirements:
 - specialist coaches
 - child protection
 - first-aid provision.
- Facility needs.

C3 Measures of success

- Meeting the aims of the project.
- Participation numbers.
- Diversify of participants – target groups.
- Enjoyment.
- Exit route engagement.
- Repeat attendance.
- Life-long participation.

Assessment criteria

| Pass | Merit | Distinction |
|---|---|--|
| Learning aim A: Examine key concepts in sport development | | A.D1 Evaluate the barriers to participation for individuals from different target groups at different levels of the sport development continuum, providing effective and realistic solutions. |
| <p>A.P1 Describe the sport development continuum and the purpose of each level.</p> <p>A.P2 Describe barriers to participation for individuals from different target groups at different levels of the sport development continuum.</p> | <p>A.M1 Compare and contrast the different levels of the sport development continuum, identifying strengths and areas for improvement.</p> <p>A.M2 Explain barriers to participation for individuals from different target groups at different levels of the sport development continuum.</p> | |
| Learning aim B: Explore the key providers of sport development | | B.D2 Evaluate the roles and responsibilities of professionals working in different types of sport development organisations. |
| <p>B.P3 Describe the organisation, providers and structure of sport development organisations in the UK.</p> <p>B.P4 Explain different roles in sport development and the associated roles and responsibilities.</p> | <p>B.M3 Compare and contrast the roles and responsibilities of professionals working in different types of sport development organisations.</p> | |
| Learning aim C: Investigate sport development in practice | | C.D3 Evaluate the activities in the project plan and justify choices of activities by recommending suitable measures of success. |
| <p>C.P5 Explain local and national sport development initiatives.</p> <p>C.P6 Produce a project plan for a sport development activity which is linked to a specific target group, explaining how success can be measured.</p> | <p>C.M4 Analyse the effectiveness of the project plan, comparing it to existing initiatives.</p> | |

Essential information for assignments

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

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

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

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

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

Further information for teachers and assessors

Resource requirements

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

Essential information for assessment decisions

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

Learning aim A

For distinction standard, learners will draw on varied information on existing local and national UK sport provision to consider aspects such as the significance of barriers to participation for individuals from three different target groups at different levels of the sport development continuum. Learners' enquiry should lead to a supported judgement providing effective and realistic solutions.

For merit standard, learners will identify the main factors relating to local and national UK examples on each tier of the sport development continuum pyramid, and they will include explanations of the similarities, differences, advantages and disadvantages of these. Learners will give clear details and evidence to support a view on local and national examples of barriers to participation. They are able to show that they comprehend the origins of the barriers to participation for individuals from three different target groups.

For pass standard, learners will give a clear, objective account in their own words of the relevant features of and information about each level of the sport development continuum. Learners will consider barriers to participation for individuals from three different target groups, at different levels of the sport development continuum. Learners will look at different sport development providers in the UK, including their structures and roles.

Learning aim B

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

For merit standard, learners will identify the main factors relating to the roles and responsibilities of three different professionals working in each of the three types of sport development organisations, which is extended to explain the similarities, differences, advantages and disadvantages of these.

For pass standard, learners will give a clear, objective account in their own words of the relevant features of and information about the three types of sport development organisations. Learners will give clear details and evidence to support a view of the roles and responsibilities of three different professionals working in each of the three types of sport development organisations. Learners are able to show that they understand the roles and responsibilities and the suitability of each.

Learning aim C

For distinction standard, learners will draw on varied information to consider aspects such as strengths or weaknesses, advantages or disadvantages, alternative actions and the relevance of the choice of the activities in their project plan. Learners' enquiry should lead to a supported judgement showing relationship to its context and recommended ways of measuring success, which are realistic and effective.

For merit standard, learners will present the outcome of methodical and detailed examination by breaking down their project in order to interpret and study the interrelationships between information or data to interpret and study the key similarities, differences, advantages and disadvantages compared to a local and a national initiative.

For pass standard, learners will give clear details and evidence to support a view on two local and two national sport development initiatives. Learners could show how conclusions are drawn. Learners are able to show that they comprehend the objectives of each, their suitability for purpose and how effective the initiatives have been. They will create a project plan for a sport development activity which is linked to a specific target group and will contain some factors and information, but gives only brief consideration to the measures for success.

Links to other units

This unit links to:

- Unit B: Health, Wellbeing and Sport
- Unit E: Research Project in Sport
- Unit 15: Ethical and Current Issues in Sport
- Unit 17: Corporate Social Responsibility in Sport
- Unit 19: Sports Tourism
- Unit 21: Business and Technology in Personal Training.

Employer involvement

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

- partnership work with sport development organisations and key projects requiring volunteer effort
- learners becoming involved in the design, delivery and review of their own project
- visits to centres where sport development officers work, or sport development events take place.

Unit 4: Nutrition for Physical Performance

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore the importance of nutrition and hydration within a sport context.

Unit introduction

The importance of good nutrition and hydration to aid performance in sports and physical activity has become a significant area of interest in recent years. The significance of a healthy balanced diet and its links to good health and improved sports performance is now a key aspect of the sports person's lifestyle, whether they are an elite athlete, semi-professional competitor or amateur participant. It is also an important consideration for coaches, outdoor activity instructors, personal trainers and strength and conditioning personnel. The demands of rigorous training and competition schedules can have negative effects on the health of every sports participant, but the individual's diet can have a considerable effect on performance. Involving the sports performer in the planning of their diet can result in improved health benefits, as well as promoting adequate refuelling and hydration, leading to improved sporting performance.

In this unit, you will look at the concepts of nutrition and digestion, exploring the physiology of the digestive system and how food is broken down and subsequently utilised by the body. You will then be introduced to the components of a balanced diet and common terms linked to nutritional requirements. You will also explore energy intake and expenditure and how this can be measured in different ways for individual sports performers. You will also consider the availability, costs and accuracy of these measures and how relevant they are to the participant. You will look at hydration and diet for different sporting activities and investigate the sporting demands of performers and how nutritional requirements will vary for each individual. The inclusion of sports drinks, gels and traditional methods of hydration will be considered, alongside the activity levels and fitness levels of the individual and the legislation relating to doping. Finally, you will be able to apply knowledge and understanding by producing a realistic diet and hydration plan.

This unit will help you to progress to employment in coaching, fitness instruction, sports nutrition or elite sport. The unit will also help you to progress to further study in higher education or professional qualifications in sports nutrition and related subjects.

Learning aims

In this unit you will:

- A** Examine concepts of nutrition, hydration, diet and digestion
- B** Explore energy intake and expenditure for sports and physical activity
- C** Investigate legislation, guidance and procedures associated with anti-doping
- D** Produce a diet and hydration plan to support a selected sport or physical activity.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|---|---|--|
| A Examine concepts of nutrition, hydration, diet and digestion | A1 Nutrition A2 Hydration A3 Diet A4 Digestion | A detailed case study examining the energy, nutrition, hydration, diet, digestion and anti-doping for athletes and their importance in relation to sports performance. |
| B Explore energy intake and expenditure for sports and physical activity | B1 Energy B2 Energy balance | |
| C Investigate legislation, guidance and procedures associated with anti-doping | C1 Performance enhancing substances and drugs C2 Anti-doping legislation and guidance C3 Testing process and Whereabouts | |
| D Produce a diet and hydration plan to support a selected sport or physical activity | D1 Activities D2 Planning diets | A justified two-week diet and hydration plan for a selected performer undertaking a specific sport |

Content

Learning aim A: Examine concepts of nutrition, hydration, diet and digestion

A1 Nutrition

- Structures, function and sources of micronutrients and fibre.
- Macronutrients:
 - carbohydrates: sugars and starches; simple and complex carbohydrates; monosaccharides, disaccharides and polysaccharides
 - proteins: amino acids
 - fats: saturated, unsaturated (monounsaturated, polyunsaturated), hydrogenated fats, trans fats, fatty acids (omega 3 and omega 6).
- Micronutrients:
 - vitamins
 - minerals.
- Fibre.
- Nutritional requirements:
 - essential
 - non-essential.
- Common terminology and standard abbreviations:
 - Recommended Daily Allowance (RDA)
 - Reference Daily Intake (RDI)
 - Optimum Daily Intake (ODI)
 - Safe Intake (SI)
 - Estimated Average Requirements (EAR).

A2 Hydration

- Signs and symptoms:
 - dehydration
 - hyperhydration
 - hypohydration
 - superhydration.
- Fluid intake:
 - pre-event
 - inter-event
 - post-event.
- Sources, e.g.:
 - water
 - sports drinks:
 - hypertonic
 - hypotonic
 - isotonic.

A3 Diet

- Balanced diet:
 - carbohydrates
 - fats
 - proteins
 - water
 - fibre
 - vitamins
 - minerals.

- Influence of nutrition on health, such as:
 - obesity
 - cholesterol
 - cancer risk
 - heart disease.
- Guides for sources of nutrition and balanced diets:
 - government guidelines
 - evidence-based recommendations
 - credible sources
 - food pyramid
 - eatwell plate
 - food labelling.

A4 Digestion

- Structure of the digestive system:
 - gastrointestinal tract
 - buccal cavity
 - oesophagus
 - stomach
 - small intestine
 - large intestine
 - anus
 - digestive juices and enzymes.
- The digestive system consists of:
 - tongue
 - salivary glands
 - liver
 - pancreas
 - gallbladder.
- Functions of digestive system:
 - digestion
 - absorption
 - excretion.

Learning aim B: Explore energy intake and expenditure for sports and physical activity

B1 Energy

- Measures:
 - calories
 - joules
 - kilocalories
 - kilojoules.
- Sources, e.g.:
 - fats
 - carbohydrates
 - proteins.
- Measuring requirements, e.g.:
 - body composition
 - lean body mass
 - percentage body fat:
 - skinfold analyses
 - bioelectrical impedance analysis
 - hydrodensitometry.

- Body weight.
- Calorimetry:
 - direct
 - indirect.

B2 Energy balance

- Basal metabolism.
- Age.
- Gender.
- Climate.
- Physical activity.

Learning aim C: Investigate legislation, guidance and procedures associated with anti-doping

C1 Performance enhancing substances and drugs

- Anti-doping:
 - UK Anti-Doping (UKAD)
 - World Anti-Doping Agency (WADA) Prohibited List
 - support personnel, coaches, sport science staff, nutritionist, parents.
- Performance enhancing substances:
 - nutritional supplements, e.g.:
 - vitamins and minerals
 - dietary supplements
 - whey protein
 - BCAAs
 - creatine
 - caffeine
 - herbal supplements
 - Cannabidiol (CBD) oil
 - contamination of supplements
 - counterfeit supplements.
- Medications and Therapeutic Use Exemptions (TUEs):
 - 'tell, check, ask' process for players
 - use Global Drug Reference Online (Global DRO) for checking medications:
 - prescription medications and off the shelf medications
 - discuss any prescribed medications with club support staff
 - alternative medications
 - applications for a Therapeutic Use Exemption (TUE)
 - consult club doctor
 - permitted use.
- Prohibited at all times (in and out-of-competition):
 - prohibited substances
 - non-approved substances
 - anabolic agents
 - peptide hormones, growth factors, related substances, and mimetics
 - beta-2 agonists
 - hormone and metabolic modulators
 - diuretics and masking agents
 - prohibited methods
 - manipulation of blood and blood components
 - chemical and physical manipulation
 - gene and cell doping.

- Prohibited in competition:
 - stimulants (non-specified and specified)
 - narcotics
 - cannabinoids
 - glucocorticoids.
- Substances banned in particular sports:
 - beta blockers.

C2 Anti-doping legislation and guidance

- Agencies and policing of anti-doping.
- World Anti-Doping Agency (WADA):
 - roles and responsibilities
 - WAD Code compliance monitoring
 - athlete outreach
 - Global anti-doping development (RADO)
 - education
 - Anti-doping coordination and Anti-Doping Administration and Management System (ADAMS)
 - science and medicine
 - cooperation with law enforcement.
- UK Anti-Doping (UKAD):
 - roles and responsibilities
 - Testing process and doping control
 - education and prevention
 - intelligence and investigations
 - results management
 - science and medicine.
- Athletes' rights and responsibilities:
 - strict liability
 - prohibited list.
- Anti-Doping Rule Violations:
 - athletes: presence, use, refusal, whereabouts, tampering, possession, trafficking, administration, complicity, prohibited association, protecting whistleblowers
 - support staff and coaches: tampering, possession, trafficking, administration, complicity, prohibited association, protecting whistleblowers
 - anti-doping violation bans: for example, prohibited association – two years, presence – four years, trafficking – between four years and lifetime ban.
- Consequences of Doping:
 - Physical, Financial and Social
 - Case study examples.
- Reporting Doping:
 - How and why.

C3 Testing process and Whereabouts

- Whereabouts: UKAD's awareness of an athlete's whereabouts in order to test them out-of-competition without advance notice.
- Testing process:
 - doping control officer/chaperone
 - unannounced visit
 - athlete's availability and reporting
 - tests: urine, blood, blood serum for Athlete Biological Passport.

Learning aim D: Produce a diet and hydration plan to support a selected sport or physical activity**D1 Activities**

- Aerobic.
- Anaerobic.
- Muscular strength and endurance.
- Flexibility.
- Timing, e.g.:
 - pre-season
 - midseason
 - post-season
 - pre-event
 - inter-event
 - post-event.

D2 Planning diets

- Appropriate for selected activity.
- Appropriate for selected sports performer.
- Assessment of needs:
 - weight gain
 - weight loss
 - muscle gain and protein intake
 - fat gain/loss
 - carbohydrate loading.
- Nutritional assessment tools:
 - food diary
 - food recall and frequency questionnaires
 - body composition assessment.
- Nutrition:
 - macronutrients
 - micronutrients
 - fibre.
- Food groups:
 - grains
 - vegetables
 - fruits
 - oils
 - dairy
 - meat.
- Supplements:
 - caffeine
 - creatine
 - energy gels/bars
 - glucose tablets
 - protein shakes/powders.
- Sources.
- Availability.

Assessment criteria

| Pass | Merit | Distinction |
|--|--|--|
| Learning aim A: Examine concepts of nutrition, hydration, diet and digestion | | |
| A.P1 Describe concepts of balanced diet and sources of nutrition from recommended guidelines. | A.M1 Explain the relationship between nutrition, hydration and diet and the impact on sports performance. | |
| A.P2 Describe hydration and its effects on sports performance. | | |
| A.P3 Describe the structure and function of the digestive system in terms of digestion, absorption and excretion. | | |
| Learning aim B: Explore energy intake and expenditure for sports and physical activity | | |
| B.P4 Describe energy intake, expenditure and balance in sports performance. | B.M2 Explain energy intake, expenditure and balance in sports performance. | |
| Learning aim C: Investigate legislation, guidance and procedures associated with anti-doping | | C.D2 Analyse the methods of anti-doping and discuss the effectiveness of these methods. |
| C.P5 Outline legislation, guidance and procedures associated with anti-doping. | C.M3 Explain strategies that an athlete can undertake to ensure that they are fully aware and prepared for anti-doping testing. | |
| Learning aim D: Produce a diet and hydration plan to support a selected sport or physical activity | | D.D3 Justify the two-week diet and hydration plan for a selected sports performer for a selected sports activity. |
| D.P6 Perform a nutritional assessment for a selected sports performer. | D.M4 Plan an effective and detailed two-week diet and hydration plan for a selected sports performer for a selected sports activity based on initial nutritional assessment findings. | |
| D.P7 Plan an appropriate two-week diet and hydration plan for a selected sports performer for a selected sports activity. | | |

Essential information for assignments

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

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

Learning aims: A, B and C (A.P1, A.P2, A.P3, B.P4, C.P5, A.M1, B.M2, C.M3, AB.D1, C.D2)

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

Further information for teachers and assessors

Resource requirements

Learners need to have access to a wide variety of research materials, including texts, journals and the internet. Additional resources can include access to laboratories and nutrition-based IT software.

Essential information for assessment decisions

Learning aims A, B and C

For distinction standard, learners will analyse the effects and importance of energy, nutritional and hydration requirements required for a particular type of activity. The analysis will determine the factors that contribute to energy balance and learners will assess the effects of these factors on sports performance in relation to wider nutritional and hydration needs. References and examples should be provided where appropriate to support the analysis. Learners will also make a detailed assessment of the methods of anti-doping used by athletes and make evaluative judgements about their value and comparative effectiveness.

For merit standard, learners will explain the relationship between nutrition, diet and digestion and the impacts these have on different types of performance. They will show some insight into negative impacts of poor diet and nutrition processing, demonstrating competent knowledge of key concepts in diet and the function of the digestive system. Learners will give a clear outline of energy absorption and use with relevant and coherent connections made between energy and performance. Learners will also outline anti-doping legislation and procedures, giving relevant information on the strategies employed by athletes to maintain awareness and preparedness for testing.

For pass standard, learners will describe general concepts of a balanced diet and sources of nutrition, using common terminology associated with nutrition and guidelines provided by accepted public health sources to validate their points. Learners will describe the general structure and function of the digestive system and they will be familiar with the enzymes that break down specific food sources. There should be a clear link to the process of absorption and excretion of digested foodstuffs. They will also give a general outline of energy forms and use, including intake, expenditure and balance in sport performance. Learners will give a generally adequate overview of the legislation, guidance and procedures related to anti-doping.

Learning aim D

For distinction standard, learners will justify the effectiveness of the two-week diet and hydration plan they have prepared based on a nutritional assessment. They will give valid reasons, references or evidence to support the elements of the plan, clearly indicating the benefits it will have for the performer, and making suggestions for ongoing review.

For merit standard, learners will review the status of the performer (amateur, semi-professional, professional or elite), and will make connections between their aims and the activity to identify relevant needs based on a nutritional assessment. They will develop a clear and cohesive plan, covering dietary and hydration needs for a selected performer for a selected activity.

For pass standard, learners will produce a competent two-week diet and hydration plan for a selected sports performer for a specific sports activity, based on a nutritional assessment. The plan will show healthy and balanced nutrition and hydration information covering general details, but may lack some clarity and specific relevance to the selected performer and their aims within the activity.

Links to other units

This unit links to:

- Unit B: Health, Wellbeing and Sport
- Unit D1: Applied Coaching Skills
- Unit E: Research Project in Sport
- Unit 9: Fitness Training.

Employer involvement

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

- links with local health education professionals, local sports clubs and nutritionists
- guest speakers
- development of assessment materials in partnership with health and sport professionals.

Unit 7: Functional Sports Massage

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will study the sports massage profession, the importance of sports massage to the performer, and will undertake a consultation and assessment and carry out a sports massage.

Unit introduction

Participation in sport and exercise continues to increase in the UK, across all ages and levels. Participating in regular exercise has many benefits, but it also has unwanted effects on the soft and connective tissues of the body. This can have a significant effect on the individual's performance, including increasing the risk of injury and affecting their ability to carry out daily living tasks. In order for individuals to train, perform or compete at their best, sports massage is administered for physical, mechanical and psychological effects. Industry bodies support the growth and use of sports massage.

In this unit, you will explore the sports massage profession, including the standards of industry practice, professional associations and the role of the sports massage practitioner. You will explore the importance of sports massage to the sport and exercise performer, considering the physical, mechanical and psychological benefits. You will explore all components of consultation, assessment and sports massage in order to safely and effectively plan and conduct individual treatment plans for two contrasting sports performers.

These activities will prepare you for a variety of careers in the sports science sector. Although this unit is not designed to help develop you into a qualified sports massage practitioner, it will help you to confidently develop your studies at higher-education level in related sports science, sports rehabilitation and sport and exercise science-related qualifications.

Learning aims

In this unit, you will:

- A** Explore the importance of the sports massage profession for sports performers
- B** Undertake client consultation and assessment for a sports performer
- C** Carry out sports massage on a sports performer.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|--|--|---|
| A Explore the importance of the sports massage profession for sports performers | A1 Industry standards of practice A2 Professional associations A3 Sports massage practitioner role A4 Physical and therapeutic benefits A5 Psychological benefits | <p>An extended essay, focused on discussing industry standard practices, professional associations and the role of the sports massage practitioner.</p> <p>A report evaluating the importance of sports massage and ensuring optimum performance of the sports performer.</p> |
| B Undertake client consultation and assessment for a sports performer | B1 Assessment B2 Treatment plan | <p>Appropriate treatment plans for two contrasting sports performers based on a consultation and assessment.</p> |
| C Carry out sports massage on a sports performer | C1 Massage techniques and application C2 Considerations for treatment | <p>Record of practical activity in accordance with treatment plan with written justification addressing the treatments administered and discussing the physiological, mechanical and psychological responses to sports massage. Effectiveness, recommendations and considerations will also be justified.</p> |

Content

Learning aim A: Explore the importance of the sports massage profession for sports performers

A1 Industry standards of practice

The sports massage profession should be discussed with regard to the standards of industry practice required and how these standards are applied to all working environments, including clinical, non-clinical, events and sports clubs.

- Health and safety – current legislation for health and safety at work, employers' liability and compulsory insurance, health and safety and first-aid regulations, management of safety at work, manual handling operations and data protection legislation.
- Insurance – professional indemnity, malpractice, public liability.
- Safeguarding – child protection legislation, safeguarding minors and vulnerable adults, chaperoning.
- Environment – comfortable, safe, secure, spacious, clean, private, ventilation, modified to venue as appropriate, first-aid kit, access to a phone.
- Equipment – couch, mediums (oil, talc, cream), bolster, towels, cleaning/hygiene materials.
- Protocol in emergency situations – organisational, establishment, health and safety.
- Therapists' conduct – personal hygiene, appropriate dress, appearance, attitude, code of conduct, ethics, qualifications required.

A2 Professional associations

Professional associations should be explored with regard to their role, function, benefits, continuing professional development (CPD) requirements and professional standards.

- Associations – Society of Sports Therapists (SST), The British Association of Sport Rehabilitators and Trainers (BASRaT), Complementary and Natural Healthcare Council (CNHC), Sports Massage Association (SMA), Federation of Holistic Therapists (FHT), Sports Therapy Organisation (STO).

A3 Sports massage practitioner role

- Role – deliver safe and effective massage to meet the client's needs; pre-, inter- and post-event massage; injury prevention; enhance athletic performance; optimising recovery; when to refer to other practitioners.
- The role of the sports massage practitioner should be clearly defined and discussed in relation to working as part of a multidisciplinary team.
- As part of a multidisciplinary team – physiotherapist, doctor/general practitioner, sports psychologist, sports scientist (for example physiologist or biomechanist), nutritionist, podiatrist, coach.

A4 Physical and therapeutic benefits

The physical and mechanical benefits should be discussed in relation to massage techniques and sports performers from a contrasting range of sports, using specific examples.

- Physical benefits – stimulating blood and lymphatic flow; increasing tissue permeability; removal of waste products and promotion of recovery; autonomic, sympathetic and parasympathetic nervous system; muscle stimulation; reduction in delayed onset of muscle soreness.
- Therapeutic benefits – improve mobility and range of movement, breakdown of adhesions, mobilise muscle fibres, reducing and remodelling scar tissue.

A5 Psychological benefits

The psychological benefits should be discussed in relation to massage techniques and sports performers from a contrasting range of sports, using specific examples.

- Improved performance behaviour, reduced feelings of exhaustion, reduced stress, enhanced emotional wellbeing, improved body awareness, pain reduction, relaxation, reduced anxiety, promotion of recovery, psychological preparation for physical activity.

Learning aim B: Undertake client consultation and assessment for a sports performer

Practical application of consultation and assessment skills should be explored to allow confident and effective application.

B1 Assessment

- Subjective assessment:
 - personal details – date of birth, occupation, past medical history, medical conditions, medication, activity and lifestyle history, client aims, training history
 - condition – when, cause, symptoms, pain, aggravating factors
 - informed consent
 - awareness of contraindications.
- Objective assessment:
 - postural assessment – asymmetrical, kyphotic, lordotic, scoliosis, flat back, winged scapula, observation
 - pelvic tilt – anterior, posterior, lateral, palpations of area, range of active movement.
- Understanding of consultation and assessment findings should be confirmed in order to develop safe and appropriate treatment plans, applying professional standards at all times.

B2 Treatment plan

- Clinical reasoning and planning – contraindications, aim, type of treatment, benefits and effects, treatment duration, massage techniques and considerations, medium, explanation to performer.
- Criteria for proceeding with treatment – pain-free movement patterns, free from disease, aches and pains that are not injury related, areas of scar tissue, areas of tension or tightness, sport performance enhancement, non-pathological tissue, modifying contraindications.
- Need for referral – red flag symptoms (e.g. cancer, open wounds), pathological tissue, without chaperone if a minor or vulnerable adult, global contraindications, local contraindications, exceeds boundaries of scope of practice, inflammation present, coexisting pathology.

Learning aim C: Carry out sports massage on a sports performer**C1 Massage techniques and application**

Practical application of sports massage should be explored to enable confident and effective application, applying professional standards at all times.

- Types of massage – pre-event, post-event, maintenance, injury prevention.
- Techniques – effleurage, petrissage, frictions – linear, cross-fibre, tapotement, myofascial release, compressions.

C2 Considerations for treatment

Factors to be considered during the application of sports massage should be understood and demonstrated confidently and effectively.

- Techniques – sequence of techniques, direction, depth of pressure, speed, differing application to muscle groups, appropriate mediums for technique and client.
- Client position – prone, supine, side lying, seated.

- Body positioning – body weight transfer, therapist posture.
- Professional responsibilities – legislation, accurate record keeping and storage, informed consent and insurance.
- Adverse reactions – rash, allergic reaction.
- Contra-action – erythema.
- Aftercare advice – rest, hydration, erythema, possible treatment effects, stretches, opportunity for client feedback.
- Contraindications – when to refer a client, when a sports massage is ill-advised, when and how a treatment plan should be modified.

Assessment criteria

| Pass | Merit | Distinction |
|---|---|--|
| Learning aim A: Explore the importance of the sports massage profession for sports performers | | A.D1 Evaluate the importance of sports massage and the industry standards in a variety of sporting environments, and the benefits of working in a multidisciplinary team. |
| A.P1 Explain the role of a sports massage practitioner, and the relevant standards of practice. | A.M1 Discuss sports massage standards of practice and professional associations, using specific examples. | |
| A.P2 Explain the physiological and mechanical responses to sports massage. A.P3 Explain the psychological responses to sports massage. | A.M2 Discuss the physiological, mechanical and psychological responses to each sports massage, with regard to the requirements of the sports performers. | |
| Learning aim B: Undertake client consultation and assessment for a sports performer | | B.D2 Justify the consultation and assessment procedure adopted, as well as both treatment plans produced for the two contrasting sports performers. C.D3 Evaluate two sports massages performed, justifying the effectiveness, future recommendations and considerations. |
| B.P4 Conduct client consultations and assessments on two contrasting sports performers and formulate safe treatment plans for each performer. | B.M3 Conduct client consultations and assessments on two contrasting sports performers in a confident and effective manner and produce a safe and effective treatment plan for each. | |
| Learning aim C: Carry out sports massage on a sports performer | | |
| C.P5 Conduct sports massage treatments appropriately for two contrasting sports performers, ensuring sports massage standards are upheld. | C.M4 Conduct sports massage treatments in a confident and effective manner for two contrasting sports performers, providing justification for treatments administered. | |

Essential information for assignments

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

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

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

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

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to sports massage facilities, including sports massage couches, towels, stools, trolleys, screens and various massage mediums and supports.

The teacher should be appropriately qualified to a minimum of Level 3 Sports Massage (QCF), or hold a degree in sports therapy or another sports-related discipline that covers the unit content adequately.

Learners will need to act as clients for massage treatment in order to have a full appreciation of the role of sports massage therapists.

Essential information for assessment decisions

Learning aim A

A vocationally relevant scenario for a sports massage practitioner may be used. As an alternative, learners can independently research relevant working environments, including clinical, non-clinical, events and sports clubs. Learners will produce an essay that demonstrates an understanding of the sports massage profession, including industry standards of practice, professional associations and the role of the sports massage practitioner.

For distinction standard, learners will consider the sports massage standards of practice, including industry and professional association standards, in a variety of sporting environments such as clinical, non-clinical, events and sports clubs. Learners will examine the strengths, weaknesses and significance of the standards, making judgements on their effectiveness. They will consider the role of the sports massage practitioner as part of a multidisciplinary team, exploring the relationship with other professionals who may work as part of the team to support the practitioner. Learners will draw conclusions on the benefits to the sports massage practitioner of working in a multidisciplinary team. They will support their conclusions with well-considered examples. The information presented will be written succinctly and use current terminology.

Learners will carefully consider the physiological, mechanical and psychological responses to the massage therapy. They could explore the advantages and disadvantages of each response and their significance. Learners should make judgements and draw conclusions on the relationships between the massage performed and the response(s) received. Learners will use evidence to prove the effectiveness of the treatment and to make future recommendations and considerations for further sports massage treatment. The information presented will be factually correct and use concise written language. The use of correct terminology and language will be evident.

For merit standard, learners will consider sports massage standards of practice and professional association standards, using specific examples. Examples should reflect the range of unit content, be specific to the therapist and be inclusive of all types of working environments, including clinical, non-clinical, events and sports clubs. For example, health and safety should be discussed using clear examples relating to a range of working environments; therapist equipment requirements should be discussed with regard to requirements in different environments, using examples.

In the essay, there will be few inaccuracies relating to the use of terminology. Discussion will demonstrate clarity of thought and expression, and be easy to understand. Examples will have been used.

For pass standard, learners will demonstrate an understanding of the role of the sports massage practitioner and the relevant standards of practice that a therapist should uphold. They will also demonstrate an understanding of the professional associations that are available to join.

The role of a sports massage practitioner should be explored and explained. Industry standards of practice include health and safety, insurance, child protection and protection of vulnerable adults, environment, equipment and protocol in emergency situations.

The essay may have occasional inaccuracies with regard to terminology and explanations. However, the information should be largely factually correct. Where appropriate, the use of annotation, such as diagrams and pictures, is encouraged to support explanation.

Learning aims B and C

For distinction standard, learners will conduct a full client consultation and assessment and produce a safe treatment plan for two contrasting performers. They will justify the consultation and assessment procedure administered to the performers, as well as the treatment plans produced.

Learners will, on separate occasions, apply and perform sports massage on two sports performers, evaluating the physiological, mechanical and psychological responses to the sports massage performed. Learners will execute the safe treatment plans formulated. They will need to justify the effectiveness of the treatment performed in relation to the treatment plan and sports performer's requirements, using appropriate evidence to support their opinions, making recommendations and considerations for future practice.

For merit standard, learners will conduct a client consultation and assessment for two performers on separate occasions. All interactions will be performed in a confident and effective manner. 'Confident' means that there should be no hesitation or uncertainty when conducting the consultation, assessment or sports massage treatment. 'Effective' means that learners will need to have the capability of producing the expected/intended result if the consultation, assessment and sports massage were to be applied in a real-life industry situation. Learners will give reasons to prove the validity of the treatments administered.

Learners will need to conduct a sports massage. All interactions will be performed in a confident and effective manner.

Learners will consider the sports massages performed in relation to each sports performer. They will examine the physiological, mechanical and psychological responses to each sports massage, their importance, and how they meet the sports performers' requirements. There may be a few inaccuracies relating to the use of terminology, but discussion will be clear, logical and coherent.

For pass standard, learners will need to select two sports performers with contrasting sports massage requirements in order to fulfil the unit content and assessment requirements. For example, contrasting requirements to be considered could include pre-event or post-event massage, injury prevention to a runner, or they could focus on the application of techniques to the lower limbs in order to help prevent lower-limb injuries associated with athletes and running. For each performer, learners will conduct a consultation and assessment, including all aspects of the subjective and objective assessment in order to formulate a safe treatment plan. In order for the treatment plan to be safe, it will need to be viable in producing the expected/intended result if the treatment plan were to be applied in a real-life industry situation. The treatment plan will evidence full clinical reasoning and planning for the sports massage to be performed, confirmation of criteria to proceed with treatment and confirmation of understanding of the need for referral. Before any treatment commences for the assessment of learning aim C, the assessor should ensure that the treatment plan is appropriate and that it is safe for the learner to proceed.

When conducting the client consultation and assessment, learners may show some nervousness or indecision when performing the treatment methods, however correct application will be evident.

Written work may have occasional inaccuracies with regard to terminology and explanation, however the information will be largely factually correct. Where appropriate, the use of annotation, such as diagrams and pictures, is encouraged to support explanation.

Learners will, on separate occasions, conduct sports massage on the performers. It is imperative that industry standards are upheld at all times, with particular regard to health and safety and therapist conduct, including appropriate dress, environment and equipment preparation. There should be an awareness of emergency procedures in the case of fire (clear instruction should be provided to the client before treatment begins). During the treatment, learners will demonstrate consideration of a range of factors, including the following: techniques, client position, therapist's body position, legalities, adverse reactions, aftercare advice and contraindications (oral questioning may be used where appropriate to confirm understanding). Practical application of all sports massage techniques should be observed across the two sports massages performed.

Supplementary evidence, in the form of video evidence or annotated photographs, will be required as evidence.

Learners will consider the reasons why and how the body and mind respond physiologically, mechanically and psychologically to each sports massage performed.

When conducting the sports massage, learners may show some nervousness or indecision when performing the treatment methods, however correct application will be evident.

Written work may have occasional inaccuracies with regard to terminology and explanation, however the information will be largely factually correct. Where appropriate, use of annotation, such as diagrams and pictures, is encouraged to support explanation.

Links to other units

This links to:

- Unit 2: Self-Employment in Sport and Physical Activity
- Unit 3: Sports Psychology
- Unit 5: Anatomy and Physiology in Sport
- Unit 6: Sporting Injuries.

Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. This unit would benefit from employer involvement in the form of guest speakers. This unit offers the opportunity for learners to undertake relevant work experience using local sports teams and clubs, leisure and fitness facilities and open clinics.

Unit 11: Rules, Regulations and Officiating in Sport

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will identify the rules and regulations of a selected sport and the roles and responsibilities of the officials. They will then officiate in a selected sport.

Unit introduction

The 'respect' campaign that was championed by the Premier League demonstrates the importance of officials in high-profile sports and the significant role that they play. For a sport to remain successful and high profile, there must be respect between officials, players and spectators. Sport is constantly developing rules and regulations to improve the experience for participants, to provide spectators with greater enjoyment and, often, to provide the media with greater levels of excitement. Governing bodies have realised that the more exciting their sport is, the more popular and marketable it is. When sports do become more popular, it is often the case that more people look to participate in the sport at a competitive level. It is often not recognised that without the officials who regulate these sports, competition could not take place. In the past, the referee, the match official or the umpire would usually have been a former player, or someone with practical experience of the game. Sports have become faster and people with experience are not always as mobile as they need to be to officiate in demanding physical sports. Governing bodies have begun to look to the younger generations to start officiating as early as possible, and build up their experience as match officials. In this unit, you will explore the rules of a selected sport. The unit requires you to understand the roles and responsibilities of all the officials who participate in a selected sport. You are also required to analyse the performance of officials in a selected sport, as well as officiate a selected sport. This unit will help you to progress to employment as a coach, PE teacher or in a role with a National Governing Body (NGB). The unit will also help you to progress to further study in higher education or to professional qualifications in the sports and leisure sector.

Learning aims

In this unit you will:

- A** Explore the rules, laws and regulations of a selected sport and the roles and responsibilities of the officials involved
- B** Explore the performance of officials in a selected sport
- C** Officiate effectively in a selected sport.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|---|--|--|
| A Explore the rules, laws and regulations of a selected sport and the roles and responsibilities of the officials involved | A1 Rules, laws and regulations of a selected sport A2 Types of officials A3 Roles and responsibilities of officials | <p>A rules booklet for a selected sport and a report on the different roles and responsibilities of officials in sport.</p> <p>A written report that analyses the performance of officials in consistently applying the rules of a selected sport.</p> |
| B Explore the performance of officials in a selected sport | B1 Sporting situations B2 Performance analysis | |
| C Officiate effectively in a selected sport | C1 Officiate C2 Performance review | <p>A practical demonstration of learners officiating in a selected sport, allowing for strengths and weaknesses in performance to be assessed.</p> <p>A record of practical activity will need to be completed to confirm achievement.</p> |

Content

Learning aim A: Explore the rules, laws and regulations of a selected sport and the roles and responsibilities of the officials involved

A1 Rules, laws and regulations of a selected sport

- Sport, e.g.:
 - football
 - rugby union
 - cricket
 - badminton
 - rugby league
 - basketball
 - netball
 - volleyball
 - hockey
 - tennis
 - wheelchair basketball
 - wheelchair tennis
 - boccia
 - goal ball
 - futsal.
- Rules, laws and regulations as published by governing body, e.g.:
 - court/pitch layout
 - playing surface
 - fouls and sanctions
 - number of players
 - substitution
 - time
 - facilities and equipment
 - safety
 - scoring
 - methods of victory.

A2 Types of officials

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

A3 Roles and responsibilities of officials

- Roles, e.g.:
 - arbiter
 - disciplinarian
 - judge
 - communication
 - media responsibilities
 - presentation
 - timekeeper
 - scorekeeper
 - safety officer.
- Responsibilities, e.g.:
 - application of rules
 - health and safety
 - communicating information
 - establishing and maintaining relationships
 - scoring.

Learning aim B: Explore the performance of officials in a selected sport

B1 Sporting situations

Applications of the rules, laws and regulations in different sporting situations, e.g.:

- player in illegal position
- player injured
- ball out of play
- illegal challenge
- use of VAR or Hawk-Eye
- cheating
- doping.

B2 Performance analysis

Analysing the performance of officials in a selected sport:

- observation checklist
- method, e.g.:
 - grading levels and fitness
 - observation and video analysis
 - notational analysis
 - performance profiling
- strengths
- areas for improvement
- development, e.g.:
 - mentoring systems
 - practice
 - training
 - qualifications
 - self-analysis
 - buddy systems.

Learning aim C: Officiate effectively in a selected sport**C1 Officiate**

Officiate in a full game/match of a selected sport:

- application of the rules/laws
- control of the game
- effectively using scoring systems
- ensuring health and safety of all participants
- relationships with others, e.g.:
 - coaches
 - performers
 - spectators
- conflict management
- other considerations, e.g.:
 - health and safety of participants
 - use of signals
 - checking equipment
 - dealing with pressure.

C2 Performance review

Review own performance as an official for a selected sport:

- formative and summative
- feedback from:
 - participants and players
 - supervisor
 - observers
- strengths and areas for improvement.

Assessment criteria

| Pass | Merit | Distinction |
|---|---|--|
| Learning aim A: Explore the rules, laws and regulations of a selected sport and the roles and responsibilities of the officials involved | | A.D1 Justify how effectively managing the roles and responsibilities as an official can improve the overall management of a selected sport. |
| A.P1 Explain the rules, laws and regulations of a selected sport. A.P2 Explain the roles and responsibilities of officials for a selected sport. | A.M1 Assess the rules, laws and regulations of a selected sport and the roles and responsibilities of the officials. | |
| Learning aim B: Explore the performance of officials in a selected sport | | B.D2 Evaluate the performance of two officials in a selected sport, justifying suggestions made to improve their performance. |
| B.P3 Explain the application of the rules, laws and regulations of a selected sport in different situations. B.P4 Explain the strengths and areas for improvement of two officials. | B.M2 Assess the performance of two officials in a selected sport, identifying strengths and making suggestions relating to areas for improvement. | |
| Learning aim C: Officiate effectively in a selected sport | | C.D3 Evaluate own performance when officiating in a selected sport, justifying suggestions made in relation to improving own performance. |
| C.P5 Officiate in a selected sport, applying the appropriate rules and regulations. C.P6 Review own performance in officiating in a selected sport, identifying strengths and areas for improvement. | C.M3 Officiate in a selected sport with full control over the management of the sport and of the performers. C.M4 Review own performance in officiating a selected sport, explaining strengths and areas for improvement, and making suggestions in relation to improving own performance. | |

Essential information for assignments

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

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

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

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

Further information for teachers and assessors

Resource requirements

Learners will need access to the governing body rules and regulations of selected sports; the resources required to officiate in their selected sports, for example facilities, participants, equipment; and resources required for analysis and observation, for example recording equipment.

Essential information for assessment decisions

It may help to break down this unit into three parts. Tasks should be differentiated across the available assessment and grading criteria to ensure that learners have the opportunity to achieve the full range available. The first part of the assessment may involve a summary of the rules and regulations of the game and the roles and responsibilities of officials from a selected sport.

The second task focuses on the analysis of sports officials in a selected sport.

The third task requires learners to officiate in a sport and review their own performance.

Learning aims A and B

For distinction standard, learners must provide examples to demonstrate how the performance of an official can be improved when they manage their roles and responsibilities effectively. Learners must use official rules and regulations to evaluate the performance of two officials in a selected sport. They must justify their suggestions made in relation to improving the performance of two sports officials in the management of a selected sport.

For merit standard, learners must assess the application of the rules and regulations by the officials in three different situations and make a judgement on whether they have been interpreted correctly.

Learners must assess the performance of two officials, explaining their strengths and areas for improvement and suggesting how they could improve their performance when officiating.

For pass standard, learners must introduce the rules and regulations of their selected sport. The explanation should be a summary of the rules as stated by the governing body of the sport and not simply a 'copy' of the rules. Learners must simplify the language and summarise the key rules and regulations of the sport for a complete novice to read and be able to play the sport, not having had any prior knowledge.

Learners must produce guidelines for prospective officials in the selected sport, commenting on their roles and responsibilities with specific reference to the rules and regulations of their selected sport.

Learners must apply the rules/laws and regulations of their selected sport practically in three different situations; this could be assessed through learners being asked to apply the rules and regulations of a selected sport in controlled scenarios. This may also include acting as different officials, for example touch judge and/or referee in rugby. If learners are officiating regularly outside of their learning environment, the application of the rules could be visually recorded and used as evidence for assessment, supported by a teacher witness statement/observation record.

Learners must produce an observation checklist to analyse the performance of officials in their selected sport. The observation analysis form should include the information produced on roles and responsibilities. The form should have adequate space for learners to make notes for further evaluation after initial observation.

Learners must observe two officials (other than themselves) in a selected sport and analyse their performance (using the observation analysis sheets they devised), identifying strengths and areas for improvement. Learners could observe live or video performances of officials. The officials they observe can have the same role, for example learners may observe two football referees, or the officials could perform different roles, for example a rugby referee and touch judge. Learners could also observe peers in action or experienced officials from a selected sport. For either option, the observation could be carried out using video analysis if a live observation cannot take place.

Learning aim C

For distinction standard, learners must evaluate their performance when officiating in a selected sport, assessing strengths and areas for improvement, taking a critical perspective. Suggestions for improvements should be justified, drawing on evidence of own performance. Learners must provide reasons or evidence to support how they arrived at their conclusions.

For merit standard, learners must officiate in a selected sport with full control of the game/situation and the performers participating throughout the duration of the event.

Learners must explain strengths and areas for improvement and make suggestions relating to improvement. Learners must draw on feedback received in their explanation and make positive suggestions for improvement.

For pass standard, learners must officiate in a selected sport ideally for the length of a match, or competition, as appropriate. They will take control of the game and follow the appropriate rules and regulations of their sport.

Learners must review their own performance as an official, and identify strengths and areas for improvement. The review should be conducted both formatively and summatively, and should include feedback from others, e.g. participants/players, supervisors, observers.

Links to other units

This unit links to:

- Unit C3: Professional Sports Performer
- Unit 13: Influence of Technology in Sport and Physical Activity.

Employer involvement

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

- talks, officiating workshops and delivery of officiating qualifications from local sports clubs and local National Governing Body (NGB) organisations.

Unit 13: Influence of Technology in Sport and Physical Activity

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore the relationship technology has with sport and physical activity and develop a strategy for implementing technology for improved performance or experience.

Unit introduction

Technology in sport is constantly developing, enhancing sport and physical activity for both participants and spectators. Technological developments in the sports industry are used to enhance the analysis, rules and regulations, practicality and experience of many sports and activities, which leads to improvements in competitive sport and also the physical wellbeing of society as a whole. Sporting professionals are expected to maintain current industry knowledge through engaging in contemporary sports technology methods used within the industry at various levels.

In this unit, you will learn about the impact that technology has in sport, the ways that technology has helped develop sport and physical fitness, and our experience of this. You will explore technological developments in sport, which have impacted the performance outcomes for athletes at different levels and the experience of people accessing sport across the world. You will also explore how technology supports the implementation of rules and regulations in sport, as well as the potential issues with using technology in sport. You will create and present a strategy for improving performance or experience in sport and physical activity, and then review how it will impact performance or experience.

This unit will help you to progress to employment in areas such as sports analysis, working at an outdoor activity centre, officiating and sports coaching. The unit will also help you to progress to further study in higher education or to professional qualifications in the sports and physical activity industry.

Learning aims

In this unit you will:

- A** Explore how different types of technology are used in sport and physical activity
- B** Explore the role of technology in improving sport and physical activity performance and experience
- C** Propose a strategy to improve performance or experience in a selected sport or physical activity.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|---|---|--|
| A Explore how different types of technology are used in sport and physical activity | A1 Types of technology A2 How technology is used | A report on the types and use of technology in sport and physical activity. |
| B Explore the role of technology in improving sport and physical activity performance and experience | B1 Improving performance B2 Improving experience B3 Issues with technology | A presentation on a strategy for improving performance or experience in a sport or physical activity through technology, supported by a rationale. |
| C Propose a strategy to improve performance or experience in a selected sport or physical activity | C1 Strategy C2 Presenting C3 Reviewing | |

Content

Learning aim A: Explore how different types of technology are used in sport and physical activity

A1 Types of technology

- Equipment and clothing:
 - clothing, e.g.:
 - fabrics and materials
 - competition clothing, e.g. cycling shoes, swimsuits, skiwear
 - protective clothing, e.g. waterproofs, leathers, goggles
 - sports-specific equipment, e.g.:
 - helmets
 - rackets
 - equipment to perform sports, e.g. skis, kayak, cycles
 - disability equipment/assistive technology, e.g.:
 - wheelchairs
 - prosthetics
 - adapted equipment
 - personal equipment:
 - cameras, e.g. replay
 - GPS trackers and watches
 - cloud-based and connected systems
 - facilities:
 - simulated environments
 - adapted settings
 - maintained environments
 - impact of facilities, e.g. indoor ski centres, rock climbing.

A2 How technology is used

- Performance analysis equipment.
- Individual and team technical analysis.
- Ergogenic aids to improve performance, e.g.:
 - supplements
 - lactate threshold training
 - blood lactate testing
 - hyperbaric chambers
 - risks of using supplements (inadvertent doping).
- Video analysis and software, e.g. slow motion, freeze-frame, streaming, Hawk-Eye, Video Assistant Referee (VAR), goal line technology.
- Broadcasting.
- Analysing performance:
 - qualitative assessment
 - quantitative assessment
 - tactical individual and team analysis
 - technical individual and team analysis
 - feedback.

- Fitness tracking:
 - diet and food diaries
 - supplements
 - risks of using supplements (inadvertent doping)
 - exercise and general fitness
 - sport-specific development
 - schedule planning:
 - planning training programmes
 - scheduling times, dates and periods.
- Assessing fitness levels:
 - general fitness
 - monitoring daily/weekly exercise
 - developing fitness plans
 - applications to assess and develop fitness levels
 - data to identify strengths and areas to develop
 - quantifiable statistics, collect and use data
 - rule and regulation judgements
 - biomechanical
 - feedback (level specific).
- Informing fitness programmes:
 - use of mobile apps
 - frequency
 - intensity
 - type
 - time
 - sport specific.
- General fitness:
 - monitoring daily/weekly exercise
 - developing fitness plans
 - tracking progress.
- Enforcement of laws.
- Spectating and officiating.

Learning aim B: Explore the role of technology in improving sport and physical activity performance and experience

B1 Improving performance

- Interpreting data:
 - distances
 - measures
 - tolerances
 - statistics
 - tracking
 - calorie intake.
- Informing strategies for improvement using technology:
 - fitness component development
 - technical development
 - tactical development
 - biomechanical development
 - opposition analysis.

- Planning and preparation:
 - scheduling
 - reminders
 - physical load
 - physical periodisation
 - technical and tactical periodisation.

B2 Improving experience

From a participant's perspective.

- Applications of rules:
 - going beyond human judgement
 - replays
 - slow motion
 - in/out.
- Media spectating:
 - TV
 - radio
 - applications
 - internet
 - social media.
- Sport development:
 - development of rules and regulations
 - fans interactivity
 - knowledge of the sport
 - brand development.

B3 Issues with technology

- Accessibility:
 - feasibility of access to equipment
 - specialised disability equipment.
- Accuracy.
- Reliability.
- Cost:
 - financial implications to access
 - equipment
 - training
 - subscriptions.
- Usability:
 - specific training required
 - specialist equipment.
- Time:
 - preparing and storing equipment
 - compiling data
 - use of data in feedback to performers.
- Ethical considerations:
 - age
 - ability
 - accessibility.

Learning aim C: Propose a strategy to improve performance or experience in a selected sport or physical activity

C1 Strategy

- Strategy for improving technology:
 - concept
 - assessment of suitability
 - type of technology
 - outline use of technology selected
 - type of benefit
 - target audience
 - cost
 - strengths
 - weaknesses
 - proposed improvements
 - rationale.

C2 Presenting

- Presenting and explaining:
 - key features clarified
 - target: audience, user or participant
 - details of technology selected
 - impact of improvements and benefits to performer or experience
 - explanation of specific impact on an area of performance or experience
 - use of support materials: images, diagrams, information graphics, flow charts.

C3 Reviewing

- Reviewing and justifying:
 - key benefits covered
 - relates to the target audience, user or participant
 - check the balance of positives and negatives in relation to the cost and feasibility
 - consider issues with technology
 - consider issues with take up
 - the unique selling point (USP)
 - tried and tested principles and practice
 - strengths
 - areas for development.

Assessment criteria

| Pass | Merit | Distinction |
|---|--|---|
| Learning aim A: Explore how different types of technology are used in sport and physical activity | | A.D1 Evaluate how different technology has impacted a sport and physical activity, identifying how technology can be used to improve performance or experience in a selected sport or physical activity. |
| A.P1 Explore the types of technology in relation to sport and physical activity. A.P2 Explore the uses of technology in sports or physical activity. | A.M1 Assess how three different types of technology have been used in sport and physical activity. | |
| Learning aim B: Explore the role of technology in improving sport and physical activity performance and experience | | BC.D2 Justify the strategy of a new technological idea and its impact on how it can improve performance or experience. |
| B.P3 Explain how technology can be used to improve the sport performance and experience of a selected sport or physical activity. B.P4 Explain how three different issues could impact the improvement in sport performance and experience of a selected sport or physical activity. | B.M2 Compare ways technology can improve a selected sport performance or physical activity in terms of sport performance and experience of a selected sport or physical activity. | |
| Learning aim C: Propose a strategy to improve performance or experience in a selected sport or physical activity | | |
| C.P5 Develop a strategy for improving sport performance or experience through technology for a given sport or physical activity. C.P6 Present a strategy for improving sport performance or experience for a given sport or physical activity. | C.M3 Assess the impact of the chosen strategy for improving sport performance or experience through technology. | |

Essential information for assignments

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

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

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

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

Further information for teachers and assessors

Resource requirements

Learners will require access to a range of technology resources.

Essential information for assessment decisions

Learning aims A

For distinction standard, learners will make a detailed and comprehensive assessment of a range of technological developments in sport and physical activity. They will use this to make evaluative judgements about the impact of different types of technology, giving some informed insight into where there may be growth or progress in the future, using examples to illustrate their points. It is important to ensure that learners are able to access a variety of examples of technology, using current local, regional, national and international examples. Learners should be able to link the types of technology with how they are used in a variety of sports and physical activities, evaluating the impact of the technology.

For merit standard, learners will make a detailed assessment of technology and how it has impacted the development of sport and physical activity. They will give general points that are illustrated with relevant examples.

For pass standard, learners will investigate the types of technology that are used in sports, identifying a range of technology for performance and experience and investigating how these are used. They will give some detailed examples of how technology contributes to participation, officiating and spectating.

Learning aims B and C

For distinction standard, learners will produce an effective strategy that is detailed and considered. They will demonstrate how the application of technology will improve the performance or experience in a selected sport or physical activity. Learners will justify the strategy and how it could be successful in developing performance levels or experiences in sport. They will assess the issues that relate to using technology in sport and will produce and deliver a presentation on the technological strategy they have created. The strategy will be informed by a detailed comparison of how technology can improve performance and an in-depth understanding of issues related to the use of technology. The presentation of the strategy will be clear and coherent.

For merit standard, learners will consider the similarities and differences in the ways that technology can improve both performance aspects and the experience of sport. They will make generally relevant points and provide appropriate examples of the issues related to using technology for improving sport performance and the experience of sport. Learners will use this information to inform a sound and coherent strategy, which they will present with a logical and clear structure and detail. The strategy will be informed by general knowledge of issues relating to the use of technology in sport.

For pass standard, learners will consider some general ways that technology can be used to improve sport performance and experience, while identifying and explaining some of the issues related to the use of technology. They will produce a strategy, with some refinement of how technology can be implemented to improve performance and experience for a given context, and present this using basic presentation skills.

Links to other units

This unit links to:

- Unit D1: Applied Coaching Skills
- Unit E: Research Project in Sport
- Unit 11: Rules, Regulations and Officiating in Sport
- Unit 9: Fitness Training
- Unit 12: Practical Sports Application
- Unit 15: Ethical and Current Issues in Sport.

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so.

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

- identifying the use of technology within professional sports clubs
- utilising the software used at various levels of sports performance and/or experiences
- practical application of data analysis at various levels of sport.

Unit 14: Organising Events in Sport and Physical Activities

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore key opportunities and requirements associated with organising sports and fitness events, produce their own promotional materials and plan and deliver a sports event.

Unit introduction

Sports and physical activity events vary widely in their type, scale and purpose; they range from large-scale international events such as the Olympic Games to small-scale, local events such as a 5k fun run. They may involve a range of sports or fitness activities, just one activity or a specified target group. Sports events can frequently be the catalyst for important processes such as personal expression and social development. As a sportsperson, participation in events may occur at different levels. Those working in the sports and fitness sector will be involved with the organisation and delivery of a range of sports events and should be aware of how events are organised.

In this unit, you will explore and develop knowledge and skills regarding the successful planning and promotion of sport and physical activity events. You will investigate the characteristics, purpose, roles and responsibilities associated with these events. You will prepare a plan using suitable planning methods and then work as a member of a team to deliver the event.

This unit will help you to progress to employment in sports coaching, fitness, sports development and outdoor activities within the sport and physical activity industry. In particular, this unit would support progression to roles such as event coordinator, sports development officer and project manager. The unit will also help you to progress to further study in higher education or to professional qualifications in sports management, sports coaching, outdoor activities management or event leadership.

Learning aims

In this unit you will:

- A** Explore considerations of sport and physical activity events
- B** Plan and promote a sport or physical activity event
- C** Deliver a planned sport or physical activity event.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|---|---|---|
| A Explore considerations of sport and physical activity events | A1 Sport and physical activity events considerations A2 Roles and responsibilities in delivering sport and physical activity events | A presentation or report that evaluates the significance of the purpose, roles and responsibilities associated with different types of sport and physical activity events. |
| B Plan and promote a sport or physical activity event | B1 Planning a sport or physical activity event B2 Promoting a sport and fitness event | Learners produce: <ul style="list-style-type: none"> • a plan for a sport or physical activity event • promotional materials and a plan for a sports event, evaluating the effectiveness of the plan in meeting a given brief • evidence of their involvement in the promotion and delivery of a sport or physical activity event. |
| C Deliver a planned sport or physical activity event | C1 Implementing a promotional campaign for a planned sport or physical activity event C2 Delivering a planned sport or physical activity event | |

Content

Learning aim A: Explore considerations of sport and physical activity events

A1 Sport and physical activity events considerations

- Type of sport event or physical activity, e.g.:
 - competitions
 - tournaments
 - training camps
 - coaching courses
 - school sports day
 - outdoor activities
 - fun runs (park run, charity runs, etc.)
 - obstacle-based fun runs
 - sponsored events
 - charity walks
 - expedition.
- Purpose of event or activity:
 - educational
 - environmental awareness
 - development:
 - physical
 - social
 - personal
 - social inclusion
 - fundraising.
- Participants of event or activity:
 - professionals
 - school children
 - peers
 - public.

A2 Roles and responsibilities in delivering sport and physical activity events

- Roles in an event, e.g.:
 - secretary
 - finance officer
 - publicity officer
 - marketing officer
 - steward
 - specialist coach or trainer
 - promoter.
- Responsibilities associated with sports events, e.g.:
 - project management
 - logistics
 - equipment
 - health and safety
 - coordination and administration
 - marketing
 - publicity
 - raising finances.

Learning aim B: Plan and promote a sport or physical activity event**B1 Planning a sport or physical activity event**

- Establishing event aims and objectives:
 - profit
 - fundraising
 - education
 - environmental.
- Establishing participants' needs:
 - age
 - interests
 - ability or fitness level
 - availability.
- Establishing necessary resources:
 - facilities
 - equipment
 - clothing
 - refreshments.
- Use of appropriate planning documents, including:
 - risk assessments
 - checklists for the event
 - appropriate documents to record financial information.
- Allocating roles to people and recording role allocation:
 - skills types required and specific roles and responsibilities.
- Recording key considerations:
 - booking, planning or setting up the area and/or infrastructure to be used for the event
 - delivery and installation of equipment and/or services to be used for the event
 - allocation of resources required for the event
 - safe removal of equipment and services for the event
 - managing rubbish and waste disposal in line with sustainable practices.
- Financial costings:
 - monitoring and managing the budget, including financial contingencies and actions if overspend occurs, focusing on key areas of spend and income, e.g. resources, attendance and entry costs
 - sources of funding
 - costs of event – hiring, buying facilities
 - allocating financial resources: allocating and managing budgets in line with the event plan, including breakdown of different areas of income and spending.
- Effective visitor/customer management strategies.
- Health and safety requirements and mitigating risks:
 - risk assessments
 - first aid
 - regulations
 - informed consent
 - legislation, e.g. health and safety.
- Procedures for dealing with fire, first aid, contingencies and major incidents.
- Communication methods.
- Indicators to measure success of event, e.g. money raised, number of participants.
- Legal considerations, e.g.:
 - child protection
 - data protection.

B2 Promoting a sport and fitness event

- Purpose of material:
 - providing key information
 - attracting participants
 - attracting audience/spectators
 - attracting donations or financial support.
- Promotional material and methods:
 - advertisements – local paper, local radio
 - social media platforms
 - posters
 - leaflets and flyers
 - promotional emails.
- Establishing a plan for a promotional campaign:
 - target audience
 - logo
 - branding
 - promotional budget
 - sponsorship.
- Designing and creating material:
 - types of poster or leaflet design
 - creating copy for audio or print advertisements.
- Theme of promotional material:
 - raising awareness
 - promoting competition.
- Impact:
 - benefits
 - constraints
 - effects
 - repeat business.

Learning aim C: Deliver a planned sport or physical activity event**C1 Implementing a promotional campaign for a planned sport or physical activity event**

- Running a promotional campaign:
 - campaign launch
 - initial publicity
 - marketing
 - registration of attendees/participants
 - confirmation of attendees/participants.
- Reviewing and adjusting a campaign to ensure aims and objectives are met.
- Taking on a specific role to promote an event.

C2 Delivering a planned sport or physical activity event

- Implementation of planning and delivery for a sports event, including key considerations.
- Preparation in advance of start of event.
- Following a plan.
- Undertaking a specific role in an event.
- Fulfilling responsibilities of a specific role.
- Implementation of plan for the event.
- Making adjustments and contingencies to ensure aims and objectives are met.
- Decision making.

- Leadership skills (where appropriate).
- Customer service skills.
- Clear communication.
- Effective teamwork.
- After-event responsibilities:
 - clear up
 - de rigging and storage of equipment.

Assessment criteria

| Pass | Merit | Distinction |
|---|---|---|
| Learning aim A: Explore considerations of sport and physical activity events | | A.D1 Evaluate the significance of the purposes, roles and responsibilities associated with different types of sport and physical activity events. |
| A.P1 Explain the different types and purposes of sport and physical activity events. A.P2 Explain the roles and responsibilities associated with sport and physical activity events. | A.M1 Analyse the types, purposes, roles and responsibilities associated with sport and physical activity events. | |
| Learning aim B: Plan and promote a sport or physical activity event | | BC.D2 Undertake accomplished planning, promotion and delivery of an event, demonstrating a secure awareness of the event aims and considerations and use of promotional methods. |
| B.P3 Produce a competent plan for a sport or physical activity event. B.P4 Produce basic promotional materials for a sport or physical activity event. | B.M2 Demonstrate effective planning and promotion for a sport or physical activity event with a clear awareness of the event aims. | |
| Learning aim C: Deliver a planned sport or physical activity event | | |
| C.P5 Perform tasks fully, correctly and safely to achieve planned aims and objectives for the delivery of a sport or physical activity event. | C.M3 Manage key decisions and responsibilities in a role to effectively contribute to the delivery of planned outcomes for a sport or physical activity event. | |

Essential information for assignments

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

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

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

Learning aims: B and C (B.P3, B.P4, C.P5, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

The resources required for this unit will depend on the nature of the event(s) to be delivered. A variety of practical resources can be built up if a similar event is run each year, for example banner, race numbers, marshal bibs, barrier tape, money tins, social media electronic resources, etc.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will draw selectively on varied information to support an opinion on the relative significance of purposes, roles and responsibilities in different types of sports events. They will fully consider the interrelationships between these factors and make consistently effective judgements about the relative importance of different factors in the context of a sports event.

For merit standard, learners will give a methodical examination of information about the types, purposes, roles and responsibilities associated with sports events. They will explain, in some detail, the roles and responsibilities of individuals involved in different stages or types of event. Learners will make generally relevant references to the ways in which these different aspects of sports events interrelate, and their significance in sport events as a whole.

For pass standard, learners will research a variety of sports events, typical event management team structures and roles and responsibilities. They will give generally accurate reasons or examples to support a view on how these different aspects of the industry function in a sports context.

Learning aims B and C

Learners must individually prepare and produce their own promotional materials and plan for a sport or physical activity event. Teachers should ensure that the type of event chosen by learners provides sufficient scope for them to contribute fully. Learners will be involved in the delivery of the sport or physical activity event and their effectiveness in working independently and as part of a team will need to be recorded and evidenced.

For distinction standard, learners will draw selectively on various sources in order to produce comprehensive, convincing promotional materials for a sport or physical activity event. The materials will be realistic and effective with content that fully suits the nature and purpose of the sport or physical activity event. Learners will select promotional methods that are realistic and effective in relation to the target audience and context of the event.

Learners will produce a well-developed, accurate and realistic sport or physical activity event plan, showing a comprehensive knowledge and understanding of the key aspects of the plan. They will consider appropriate planning requirements that are logical and well justified. The plan will include different tasks, resources and roles which contribute logically to a coherent event plan. Learners will give well-reasoned justifications for their recommended plan and show an in-depth understanding of the indicators used to measure the effectiveness of their plan in meeting a given brief.

Learners will provide realistic and effective financial costings for their event plan, which will be produced so it could be feasibly implemented. Their event plans will be effectively presented in a logical way and be suitable for potential use by an event manager.

Learners will show that they have made a key contribution to the event by demonstrating and evidencing that they have taken responsibility for key decisions and carried out key tasks in the implementation of the sports event. They will demonstrate that they have carried out a vital role and made a clear and crucial positive impact on the event.

For merit standard, learners will present the outcome of the methodical examination of information to interpret key aspects of and links between resource, logistical and health and safety requirements when planning a sport or physical activity event.

Learners will draw on relevant information to produce event promotional materials that link clearly to the nature and purpose of the event. They will show generally accurate understanding of the factors that need to be considered when selecting the content of the materials and method of promotion.

Learners will produce a mostly accurate and realistic sport or physical activity event plan, showing a detailed knowledge and understanding of the key aspects of the plan. They will show in-depth attention to all relevant planning aspects, providing some valid justification for their views. The plan will include specific valid references to tasks, resources and roles that are linked logically to the overall aims of the plan. Individual parts of the plan will be clear, with reasons for actions and approaches suggested in the plan. Learners will show a mostly relevant understanding of the indicators used to measure the effectiveness of their plan in meeting a given brief.

Learners will give realistic and appropriate financial costings for their sports event plan, which will be produced so it could be feasibly implemented. Their event plan will be structured and generally suitable for use by an event manager.

Learners will show that they have made a significant contribution to the event by demonstrating and evidencing that they have taken responsibility for key decisions and carried out key tasks in the implementation of the sports event.

For pass standard, learners will draw on relevant information to produce suitable event promotional materials that adequately reflect the purpose of the event. They will show some relevant understanding of most of the factors that need to be considered when producing the content of the materials and choosing the method of promotion.

Learners will produce a competent event planning document for a sports event, showing some relevant knowledge and understanding of the key components of the event. The plan will cover the aspects listed in the unit content. Learners will give some reasons or explanations for choices made in their plan. The plan will include some differentiation of tasks, resources and roles that are realistic for the particular sports event. Individual aspects of the plan will be appropriate, with some partially developed explanations or generic reasons for suggested actions and approaches in the plan. They will show a generic understanding of the indicators used to measure the effectiveness of their plan in meeting a given brief.

Learners will provide realistic outlines of efficient financial costings for their sports event plan. They will give basic explanations for actions and decisions taken, showing some breadth in their knowledge and understanding.

Learners will demonstrate in the delivery of the event that they contributed competently to individual and group tasks to produce outcomes. They will show that they have worked appropriately to carry out tasks or activities effectively and safely, to achieve planned outcomes.

Links to other units

This unit links to:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit 2: Self-employment in Sport and Physical Activity
- Unit 16: Marketing Communications
- Unit 18: Sport and Leisure Facility Operations
- Unit 19: Sports Tourism.

Employer involvement

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

- developing links with local event providers, landowners, countryside managers, local authorities, independent event organisations and marketing departments
- guest speakers
- visits and participation in events
- devising assignment briefs with employers.

Unit 15: Ethical and Current Issues in Sport

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will examine and explore current ethical issues in sport.

Unit introduction

The media has a massive influence on sport and physical activity. Similarly, technology has changed the way in which sport is enjoyed and experienced – from the point of view of the spectator and the participant. Personal technology has enhanced the enjoyment experience of all kinds of training, while more sophisticated drugs-testing equipment is said to be assisting in the battle against the illegal use of drugs in sport.

In this unit, you will examine how sport has evolved in society, with a focus on individuals' experience. The development of sport is explored from early British sports to the influence of public schools in the nineteenth century, the rationalisation and regulation of sports such as cricket and football, to the present day. You will gain an understanding of the support provided by both the private and public sectors to help overcome participation barriers. You will understand how sport can be used as a tool for alleviating social issues, such as deprivation and health issues. You will explore current issues relevant to sport, such as school participation, racism and sexism.

This unit gives you the opportunity to progress to employment in the active leisure industry, exercise and fitness industry, sports leadership, sports coaching and health promotion. It also gives you the opportunity to progress to specialist sport qualifications such as Higher Nationals in sport and sport and exercise sciences.

Learning aims

In this unit you will:

- A** Explore ethics in sport and physical activity
- B** Explore the positive and negative effects of media on sport and physical activity
- C** Understand how current issues affect sports participation.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|--|--|--|
| A Explore ethics in sport and physical activity | A1 Ethical values A2 Methods to uphold ethical values in sport and physical activities A3 Influences affecting ethical values in sport and physical activity | A report that includes an evaluation of ethical values, how they are upheld in a variety of sporting and physical activity platforms, and reasons why participants and officials may make unethical decisions or take unethical actions. |
| B Explore the positive and negative effects of media on sport and physical activity | B1 Different forms of media B2 The positive and negative effects of media on sport and physical activity | The report will also include information about the strengths and weaknesses of media and technology in relation to a selected sport or physical activity. |
| C Understand how current issues affect sports participation | C1 Current issues affecting sport and physical activity participation C2 Current barriers to sports participation C3 Strategies and initiatives to promote sports participation | A report that includes a justification of strategies or initiatives that could overcome current barriers to sports participation. |

Content

Learning aim A: Explore ethics in sport and physical activity

Learners will look at ethical values and how they are upheld during participation and officiating in sport and physical activity.

A1 Ethical values

Learners will look at different ethical values and what they mean, and how they are represented in different sports and physical activities.

- Fairness, e.g.:
 - following rules of the sport or physical activity
 - not taking any illegal substances to enhance performance
 - gamesmanship
 - sportsmanship.
- Integrity, e.g.:
 - honesty
 - moral principles.
- Responsibility, e.g.:
 - professional
 - social
 - concern for others' welfare.
- Respect, e.g.:
 - having due regard for another person's feelings
 - showing consideration to fellow competitors
 - accepting officials' decisions without challenge.

A2 Methods to uphold ethical values in sport and physical activities

- Clean Sport Education:
 - UK Anti-Doping
 - 100% me.
- Campaigns for equality and diversity, e.g.:
 - This Girl Can
 - Let's Kick Racism Out of Football
 - Taking the knee.
- Organisations, e.g.:
 - Stonewall
 - Kick It Out
 - Sport England
 - Show Racism the Red Card.
- Legislation.
- NGB laws – rules of the sport, introduction of new technology to support officiating.
- Sportsmanship.
- Etiquette.
- Role models.

A3 Influences affecting ethical values in sport and physical activity

- Win at all cost's mentality.
- Peer pressure and parental influence.
- Increased income for, e.g.:
 - players
 - clubs
 - media
 - sponsors.

- Increased sponsorship opportunities for participants.
- Increased betting on outcome of sporting or physical activity events.

- Bribery, e.g.:
 - players
 - participants
 - officials
 - organisers of events.
- Globalisation of sport and physical activity:
 - increased international sport
 - competing in more than one country
 - impact of sport on the global economy
 - recognition of global sports and global sports companies
 - sport as a business.
- Political influences:
 - sport as a political tool
 - shop window effect
 - national pride
 - appeasing the population.

Learning aim B: Explore the positive and negative effects of media on sport and physical activity

B1 Different forms of media

- The different forms of media, e.g.:
 - television/satellite television
 - online streaming
 - newspapers:
 - local
 - national
 - sport specific
 - magazines
 - social media
 - apps.

B2 The positive and negative effects of media on sport and physical activity

Learners will cover different areas to explore how the media has both positive and negative effects on sport and physical activity, the participants and the supporters.

- Increased participation, e.g.:
 - London 2012 Olympics and Paralympics
 - increased participation in tennis during Wimbledon.
- Event programming – the effect of the timing on the participant, e.g.:
 - time of play to fit in with peak time TV programmes
 - marathon runs taking place in hot countries at the hottest part of the day to fit with TV scheduling.
- Sponsorship and advertising, e.g.:
 - types of product advertised by sponsors not always promoting healthy messages
 - increased revenue for sport or sports club
 - increased funding for equipment or players.
- Sport or physical activity performers being role models, e.g.:
 - increase participation from a specific demographic
 - issues when a role model takes part in illegal activities.
- Broadcasting rights, e.g.:
 - football games played at times that are less convenient for travelling supporters, to fit in with scheduling
 - the need to pay for subscription channels prevents some supporters from being able to see their team play.

- Spectatorism, e.g.:
 - increase in number of people going to watch sport and physical activity events
 - increased revenue for the industry
 - some fans not being able to get tickets to go to an event because they have sold out or are too expensive.
- Punditry and narrative technique, e.g.:
 - negative bias towards own and other countries
 - bias towards specific teams or people
 - limited reporting of events to focus on specific participants from own country
 - equality and diversity of commentators.
- Rule changes in sport, e.g.:
 - rule changes to fit TV scheduling
 - advert breaks.
- Sensationalism, e.g.:
 - refereeing decisions
 - player behaviour.
- Gender imbalance, e.g.:
 - pay differences
 - TV scheduling.
- Social media, e.g.:
 - issues for the sports performer with chat rooms and negative feedback
 - fan sites for sports performers to develop a brand and gain a higher income.
- Merchandising, e.g.:
 - high cost of football strips and number of strips per season.
- Social media for the sports or physical activity performer, e.g.:
 - negative feedback from spectators
 - negative effect on personal life
 - negative effect on wellbeing
 - ability to promote themselves to gain increased income.
- Hooliganism, e.g.:
 - promotion through social media.

Learning aim C: Understand how current issues affect sports participation

C1 Current issues affecting sport and physical activity participation

Issues that may affect the reputation and popularity of sport and physical activity and people's participation.

- Fair play in sport, e.g.:
 - deviance
 - gamesmanship
 - sportsmanship
 - drugs and banned substances.
- Education and sport in schools, e.g.:
 - physical education provision in primary and secondary schools
 - sports courses and qualifications
 - funding for extra-curricular sport and physical activities.
- Child protection and safeguarding, e.g.:
 - previous issues with child protection and safeguarding in sport and physical activity
 - criminal record disclosure and DBS checks
 - staff ratios.

- Health initiatives, e.g.:
 - current government initiatives:
 - small change
 - big difference
 - NHS initiatives – ‘Live Well’
 - apps, e.g.:
 - couch to 5k
 - 100% me Clean Sport app
 - free events, e.g.:
 - Park Run.
- Racism in sport, e.g.:
 - grass roots sport
 - professional sport
 - international sport
 - sports events.
- Religion, ethnicity and culture, e.g.:
 - the impact of religion on sport and sports participation
 - the development of culturally diverse and heritage sports:
 - kabaddi.
- Gender issues, e.g.:
 - sexism in sport:
 - transsexual athletes competing in gender-specific events.

C2 Current barriers to sports participation

The factors that can prevent individuals participating regularly in sport and physical activities.

- Resources and provision, to include:
 - equipment
 - facilities.
- Fitness and ability, to include:
 - individual’s current level of fitness
 - individual’s level of ability, skill and knowledge of the rules.
- Lifestyles, to include:
 - physical, e.g.:
 - physical activity level
 - diet
 - employment
 - body weight
 - mental/emotional, e.g.:
 - stress
 - anxiety
 - depression
 - social, e.g.:
 - family commitments
 - self-confidence.
- Medical conditions, to include:
 - existing conditions, e.g.:
 - heart disease
 - diabetes
 - high blood pressure
 - cancers
 - chronic and acute conditions – injuries and illnesses
 - treatments for injuries and illnesses.

- Financial, to include:
 - personal income
 - cost of equipment, participation, membership.

C3 Strategies and initiatives to promote sports participation

Strategies and initiatives produced by government, National Governing Bodies (NGBs) and other sports organisations to promote sports participation.

- Government strategies and initiatives, e.g.:
 - Sporting Future
 - Sportivate
 - This Girl Can
 - Active Nation
 - Girls Active programme.
- National governing body strategies and initiatives, e.g.:
 - Just Play – the Football Association
 - All Stars Cricket – ECB
 - Project Rugby – the Rugby Football Union (RFU)
 - Tennis for Kids – the Lawn Tennis Association.
- Other sport organisation strategies and initiatives, e.g.:
 - Stepping up for Change – Youth Sport Trust
 - PE2020 Active Healthy Minds – Youth Sport Trust
 - Sporting Equals – Age UK
 - Try Your Kit On – Sport and Recreation Alliance
 - Fit for the Future – Sport and Recreation Alliance
 - 100% me – UK Anti-Doping.

Assessment criteria

| Pass | Merit | Distinction |
|--|---|---|
| Learning aim A: Explore ethics in sport and physical activity | | AB.D1 Evaluate the effects of media on ethical issues in a sport and physical activity. |
| A.P1 Explain how ethical values are upheld in sport and physical activities. | A.M1 Analyse the importance of adhering to ethical values when participating in sport and physical activity. | |
| A.P2 Explain the importance of adhering to ethical values in sport or physical activity. | | |
| Learning aim B: Explore the positive and negative effects of media on sport and physical activity | | |
| B.P3 Explain the positive effects of the media in sport or physical activity in the UK. | B.M2 Assess the positive and negative effects of media in a selected sport or physical activity in the UK. | |
| B.P4 Explain the negative effects of the media in sport or physical activity in the UK. | | |
| Learning aim C: Understand how current issues affect sports participation | | C.D2 Justify strategies or initiatives that could overcome three barriers to sports participation. |
| C.P5 Explain how current issues can affect participation in sport and physical activities. | C.M3 Assess how current issues can affect participation in sport. C.M4 Analyse strategies or initiatives that could overcome barriers to sports participation. | |
| C.P6 Explain the effect of barriers to sports participation. | | |
| C.P7 Explain initiatives to overcome barriers to sports participation. | | |

Essential information for assignments

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

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

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

Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.M4, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to the most up-to-date information on sports and organisations that they will be researching.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will consider how media has affected a sport or physical activity positively or negatively and how this has led to ethical values being upheld as well as reasons why these values may have not have been adhered to by performers, participants, spectators and/or officials within that sport or physical activity. Learners will include examples that are current and relevant to the selected sport.

For merit standard, learners will assess why participants, performers, spectators and/or officials may be influenced by a variety of factors, which has resulted in ethical values not being upheld, giving current examples of how each group has demonstrated unethical behaviour as a result of some of these influences. Learners must assess and justify the positive and negative effects of the media on a selected sport or physical activity. Learners will demonstrate their knowledge and understanding of the media's impact in their sport or physical activity by referencing current impacts on that selected sport or physical activity.

For pass standard, learners will explain the four ethical values and the methods that are used in a selected sport or physical activity to uphold each ethical value, giving current examples of how each method has been demonstrated in that selected sport or physical activity. Learners will explain why participants and officials may be influenced by a variety of factors, which has meant that they have not followed ethical values, giving current examples of how participants or officials have demonstrated unethical behaviour as a result of some of these influences. Learners will explain the positive and negative effects of the media on a selected sport or physical activity. Learners must give current examples of the relationship between the selected sport or physical activity and the media, giving examples of how the media has had both a positive and negative impact on the sport or physical activity. The effect of the media on the selected sport or physical activity, spectators, performers or participants, or officials should all be explored.

Learning aim C

For distinction standard, learners will justify three different strategies or initiatives that could overcome current barriers to sports participation. They must consider strategies and initiatives produced by the government, national governing bodies and other sports organisations to promote sports participation, and look at how effective they are. Learners will develop their selected three strategies or initiatives by justifying how they could help an individual to overcome current barriers to sports participation. Learners must discuss and justify issues that may affect the reputation and popularity of a sport and people's participation in that sport.

For merit standard, learners will assess and analyse three strategies or initiatives that could help an individual to overcome barriers that prevent their participation in sport. Learners will assess strategies and initiatives produced by the government, national governing bodies and other sports organisations to promote sports participation, and how they can help to break down barriers to participation. Learners will explain current issues that may affect the reputation and popularity of a sport and people's participation in that sport.

For pass standard, learners will explain how sport and participation are affected by three current issues. They will explain three different barriers for an individual to participation in sport and three initiatives that could help to overcome barriers to sports participation. Learners must describe current issues in sport and give examples of relevant initiatives used by government organisations, national governing bodies and other sports organisations.

Links to other units

This unit links to:

- Unit E: Research Project in Sport
- Unit 1: Sport Development
- Unit 4: Nutrition for Physical Performance
- Unit 13: Influence of Technology in Sport and Physical Activity
- Unit 14: Organising Events in Sport and Physical Activities
- Unit 17: Corporate Social Responsibility in Sport
- Unit 19: Sports Tourism
- Unit 25: Outdoor Activity Provision.

Employer involvement

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

- local authority sports development officers (SDOs)
- the local authority and the regional office of Sport England, Sport Scotland or Sport Wales
- national governing body representatives, including coaches.

Unit 16: Marketing Communications

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore the use of marketing communications to enhance the reputation and image of a range of businesses.

Unit introduction

How often have you bought a product purely because of the advertising and excitement surrounding the launch of that product? Probably more than once. Marketing professionals use a range of methods to communicate with consumers. Marketing communications is a key component in the overall marketing strategy of an enterprise in order to reach the end goal of boosting awareness or revenue for that business. It is not only commercial businesses that use different forms of marketing communications to reach their customers but other organisations such as charities, tourist boards and government departments that are increasingly implementing a range of marketing communication techniques to achieve their aims and objectives.

In this unit, you will learn about the range of techniques businesses use to communicate with their consumers. These can include advertising, sales promotions, personal selling, direct marketing and public relations (PR) activities. For businesses aiming to achieve a profit, these techniques are used to persuade customers that they want to buy specific products and services.

This unit will help you to understand the processes involved in creating a successful marketing communications plan. The skills you develop will help you progress to study PR and marketing in higher education. Alternatively, it can help you progress to employment in PR and marketing agencies or in-house marketing departments.

Learning aims

In this unit you will:

- A** Explore the purpose of marketing communications in achieving marketing aims and objectives
- B** Investigate marketing communications techniques to raise awareness and boost revenue
- C** Present a marketing communications plan to a client for a specific product or service.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|---|---|---|
| A Explore the purpose of marketing communications in achieving marketing aims and objectives | A1 Purpose of marketing communications A2 Effective communication A3 Choice of media A4 Ethical issues | A marketing communication plan that details the purpose of marketing communications in achieving increased awareness, and compares the marketing communication techniques used by two contrasting businesses. |
| B Investigate marketing communications techniques to raise awareness and boost revenue | B1 Advertising B2 Sales promotion B3 Public relations B4 Direct marketing B5 Personal selling B6 Communication tools | |
| C Present a marketing communications plan to a client for a specific product or service | C1 Plan a marketing communications package C2 Present a marketing communications package | A presentation to a client containing all elements of the marketing communications plan for a specific product or service, including timelines and costs. |

Content

Learning aim A: Explore the purpose of marketing communications in achieving marketing aims and objectives

A1 Purpose of marketing communications

- Achieving objectives of an overall marketing strategy.
- Raising awareness.
- Reaching new customers.
- Generating sales and revenue.
- Building long-term relationships with customers.
- Providing a consistent message using a coordinated marketing mix.
- Protecting and enhancing brand image.

A2 Effective communication

- Information sharing process.
- Removal of barriers to communication.
- Use of AIDA (attention, interest, desire, action) model.
- Choice of fonts, colours, music, images and animation.

A3 Choice of media

- Traditional and social media.
- Appropriate to the target market, e.g. geographic and demographic.
- Appropriate to the message.

A4 Ethical issues

- Nature of products and services advertised.
- Nature of media used.
- Cultural issues.
- Ethical issues.
- Legal issues, to include laws and regulations regarding types of discrimination, e.g.:
 - equality legislation and misrepresentation
 - consumer rights legislation.

Learning aim B: Investigate marketing communications techniques to raise awareness and boost revenue

B1 Advertising

- Print advertising – newspapers, magazines, journals, brochures, flyers.
- Broadcast advertising – TV, cinema and radio.
- Internet advertising – pop-up messages, banners, social media, pay-per-click; how these have changed media consumption and influenced consumer behaviour.
- Outdoor advertising – billboards, hoardings, electronic screens at events and other prominent locations.
- Covert advertising – a developing trend with methods such as product placement involving no actual advertisement, e.g. a product appearing in a scene in a television programme or on stage.
- Endorsements by famous people, e.g. sports personalities.

B2 Sales promotion

- Free samples or gifts.
- Bonus packs, e.g. buy one, get one free (BOGOF).
- Money-off coupons.
- Competitions.
- Loyalty cards.
- Point-of-sale materials, e.g. posters, display stands.

B3 Public relations

- Events, e.g. familiarisation trips, corporate hospitality.
- Desktop tours.
- New product launches.
- Media relations, e.g. press office functions, press releases, press briefings; story pitching, e.g. identifying the outline of an article to a journalist.
- Special promotions, including competitions.
- Digital public relations practice, e.g. content development, website monitoring, maintaining social media site presence.

B4 Direct marketing

- Direct mail to named recipients by post.
- Supporting print: catalogues, brochures and flyers.
- Email campaigns to customers.

B5 Personal selling

- Customer lists and databases.
- Telemarketing.
- Face-to-face selling.
- Retail sales.
- Point-of-sale merchandising.

B6 Communication tools

- Website.
- Search engine optimisation (SEO).
- Blogging.
- Photos and infographics.
- Videos and podcasts.
- Presentations and ebooks.
- Social media.

Learning aim C: Present a marketing communications plan to a client for a specific product or service

C1 Plan a marketing communications package

- Aims and objectives.
- Identifying target market.
- Campaign summary with proposed communication tools.
- Identifying an appropriate marketing communications mix for the plan.
- Allocating resources: physical, financial, staff.
- Identifying constraints: time, budgetary, ethical.

C2 Present a marketing communications package

- Types of presentation – internal, external, face to face, online, recorded, group/individual.
- Design of presentation – consideration of audience, content, running time, use of visual aids, use of audio, use of storyboards, use of web pages, script, use of presentation software, links to websites, contingency planning for technical problems.

Assessment criteria

| Pass | Merit | Distinction |
|--|--|--|
| Learning aim A: Explore the purpose of marketing communications in achieving marketing aims and objectives | | A.D1 Evaluate the extent to which ethical and legal issues impact on the choice of a marketing communications strategy. |
| A.P1 Explain the purpose of marketing communications. A.P2 Discuss how ethical and legal issues affect a marketing communications strategy. | A.M1 Assess the importance of effective communication and choice of media in the overall marketing communications strategy of a business. | |
| Learning aim B: Investigate marketing communications techniques to raise awareness and boost revenue | | B.D2 Evaluate the success of the marketing communications strategies used by two contrasting businesses. |
| B.P3 Explain, using examples, how two contrasting businesses use marketing communications techniques to raise awareness and boost revenue. | B.M2 Compare how two contrasting businesses use marketing communications techniques to raise awareness and boost revenue. | |
| Learning aim C: Present a marketing communications plan to a client for a specific product or service | | C.D3 Evaluate the extent to which the proposed marketing communications plan meets the needs of the client. |
| C.P4 Develop a marketing communications plan for a product or service to meet the needs of a client. C.P5 Demonstrate, using an appropriate method, the ability to present an original, creative marketing communications plan. | C.M3 Present a fully justified, professional marketing communications plan, taking into account constraints, resources and target audience. | |

Essential information for assignments

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

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

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

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

Further information for teachers and assessors

Resource requirements

For this unit, learners must have access to computers and presentation resources.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will produce a detailed, clearly researched report that demonstrates a thorough understanding of the importance of marketing communications for a range of different businesses that need to raise awareness and boost revenue. The report will show that learners have extensively considered the impact of effective communication. In the report, learners will compare the techniques used by contrasting businesses (this could be a private sector business and a charity) and evaluate the effectiveness of the strategies used, taking into account the impact of any ethical issues identified in the strategies.

For merit standard, learners will produce a detailed report that demonstrates a good understanding of the importance of marketing communications for a range of different businesses that need to raise public awareness and boost revenue. The report will show that learners have considered, in some detail, the impact of effective communication and the choice of media. In the report, learners will compare the techniques used by contrasting businesses and identify any ethical issues that may impact on the overall strategy.

For pass standard, learners will produce a report that demonstrates an understanding of the importance of marketing communications for a range of different businesses that need to raise public awareness and boost revenue. The report will show that learners have considered the impact of effective marketing communications and the choice of media. The report will explain how contrasting businesses use a range of different communication techniques to raise public awareness and boost revenue.

Learning aim C

For distinction standard, learners will produce a fully justified marketing communications plan. The plan will show that they have taken into account the aims and objectives of the marketing communications, the target audience, the budget within which they are working, the resources available and any constraints such as time and ethical constraints. Learners will produce a presentation for an audience and an evaluation, showing how the marketing communications plan would meet the needs of the target audience.

For merit standard, learners will present a fully justified marketing communications plan. The plan will show that they have taken into account the aims and objectives of the marketing communications, the target audience, the budget within which they are working, the resources available and any constraints such as time and ethical constraints. The plan will meet the needs of the client. Learners will present their plan to an audience.

For pass standard, learners will produce a marketing communications plan. The plan will show that they have taken into account the aims and objectives of the marketing communications, the target audience, the budget within which they are working, the resources available and any constraints such as time and ethical constraints. The plan will meet the needs of the client. Learners will present their plan to an audience.

Links to other units

This unit links to:

- Unit B: Health, Wellbeing and Sport
- Unit E: Research Project in Sport
- Unit 14: Organising Events in Sport and Physical Activities
- Unit 17: Corporate Social Responsibility in Sport
- Unit 18: Sport and Leisure Facility Operations
- Unit 19: Sports Tourism.

Employer involvement

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

- guest speakers
- participation in audience assessment of presentations
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- own business materials as exemplars
- support from local business staff as mentors.

Unit 17: Corporate Social Responsibility in Sport

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop an understanding of how individuals and organisations/businesses in the sports sector adopt policies to respond to challenges, and how they are socially responsible.

Unit introduction

Consumers make informed decisions about who they select to provide the goods and services they use. You will see how demonstrating a strong corporate social image can lead to a competitive advantage. Sports organisations/businesses and individuals that respect and care for the environment and the communities in which they operate, and are also concerned with making the right choices, are more likely to be successful in winning or maintaining customers.

In this unit, you will learn how corporate social responsibility (CSR) and ethical behaviour are a growing part of the sports sector. You will investigate how sports organisations/businesses and individuals demonstrate their CSR to different internal and external stakeholder groups. You will consider how some of the current CSR issues impact on selected sports organisations/businesses and individuals, and how legislation can encourage sports businesses to act more responsibly. This unit will enable you to make an informed choice on suitable CSR organisations/businesses for employment or training.

This unit will help you to progress to employment in specific CSR roles that may or may not be sports related. The unit will also help you to progress to further study in higher education or to professional qualifications in marketing, social sciences or environmental studies.

Learning aims

In this unit you will:

- A** Explore CSR issues in relation to sports organisations/businesses and individuals
- B** Explore the benefits and drawbacks for sports organisations/businesses and individuals of adopting a CSR policy
- C** Investigate the CSR of an organisation/business and its impact on the community.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|---|---|--|
| <p>A Explore CSR issues in relation to sports organisations/businesses and individuals</p> | <p>A1 CSR issues and the impact on internal and external stakeholders</p> <p>A2 Environmental issues</p> <p>A3 Ethical issues</p> <p>A4 Supply chain</p> <p>A5 Community issues and engagement</p> <p>A6 Approaches to strengthening the CSR image of sports organisations/businesses and individuals</p> | <p>A written report covering a range of CSR issues for a selected organisation/business or individual.</p> <p>A presentation focusing on CSR policies for sports organisations/business and individuals.</p> |
| <p>B Explore the benefits and drawbacks for sports organisations/businesses and individuals of adopting a CSR policy</p> | <p>B1 Potential benefits of acting responsibly</p> <p>B2 Potential drawbacks of adopting a corporate socially responsible approach to sports organisations/businesses</p> <p>B3 The costs and benefits of seeking recognition from external bodies</p> | |
| <p>C Investigate the CSR of an organisation/business and its impact on the community</p> | <p>C1 Help for communities</p> <p>C2 Planning a project using a business CSR policy</p> | <p>A case study of a business that covers the entirety of its CSR operations.</p> <p>A completed business plan.</p> |

Content

Learning aim A: Explore CSR issues in relation to sports organisations/businesses and individuals

A1 CSR issues and the impact on internal and external stakeholders

- Definition and purpose of CSR.
- Key stakeholder groups:
 - owners
 - employees
 - customers
 - suppliers
 - governments
 - National Governing Bodies (NGBs)
 - local, national and global communities.

A2 Environmental issues

- Waste reduction and recycling, e.g. free water dispensers at sports grounds.
- Sustainability of resources.
- Carbon and pollution reduction initiatives.
- Sustainability.
- Crowd noise levels.
- Stadium development.

A3 Ethical issues

- Sportsmanship – ‘winning at all costs’.
- Code of ethics:
 - sports business, e.g. Olympic/Paralympic values, FIFA scandal
 - individuals in sport, e.g. sports performers, sports therapists, fitness instructors, officials.
- Performance enhancing drugs, anti-doping and the World Anti-Doping Agency (WADA), UK Anti-Doping.
- Maintaining integrity in sport, e.g. Financial Fair Play.
- Commercialisation, e.g. pay for TV channels.

A4 Supply chain

Statutory and legal requirements:

- fair treatment and working conditions of employees of key suppliers
- minimum/living wage for both own and suppliers’ workforce
- restrictive trading practices
- voluntary workforce in sports.

A5 Community issues and engagement

- Professional sport giving back to the grass roots clubs/community.
- Charities encouraging participation in sport, e.g. Wimbledon Foundation, Prince’s Trust.
- Increasing participation in sport of specific populations/target groups, e.g. ethnic minorities, older people.
- Promotion of healthy living.
- Difficulties in attending national/world class sporting events, e.g. cost, popularity.
- Family stands at stadiums.

A6 Approaches to strengthening the CSR image of sports organisations/businesses and individuals

- Promoting diversity and inclusion, e.g. Respect campaign, Kick It Out.
- Transparency with spectators and individuals.
- Transparency in financial matters.
- Education and support for the community.
- Environmental management.

Learning aim B: Explore the benefits and drawbacks for sports organisations/businesses and individuals of adopting a CSR policy

B1 Potential benefits of acting responsibly

- Improved public opinion, e.g. impact on fans, players, etc.
- Improve customer loyalty/brand image.
- Ability to charge premium prices.
- Enhanced recruitment, motivation and staff retention.
- Potential attraction of funding, e.g. National Lottery.

B2 Potential drawbacks of adopting a corporate socially responsible approach to sports organisations/businesses

- Cost of implementing policies.
- Distraction from core business objectives and lowering of operating profits.
- Smaller sports businesses less able to operate in a CSR way due to costs.
- Perceived as a 'green washing' exercise with little actual substance.
- Cost versus benefit analysis of CSR.

B3 The costs and benefits of seeking recognition from external bodies

- Types of bodies:
 - National Governing Bodies (NGBs)
 - Investors in People
 - Business in the Community
 - other bodies, e.g. Clubmark.
- Advantages to the sports organisation/business of recognition.
- Role of the external body to monitor ethics and policies and assist in organisational change.

Learning aim C: Investigate the CSR of an organisation/business and its impact on the community

C1 Help for communities

- Impact of the business on the community, to include:
 - support for sport/activity projects
 - volunteering in the community
 - provision of education and training opportunities
 - environmental and ethical considerations
 - job creation for workers.

C2 Planning a project using a business CSR policy

- Planning considerations, to include:
 - project description
 - objective
 - budget
 - needs case
 - delivery plan and outcome
 - sustainability plan.
- The impact of the project on the community.

Assessment criteria

| Pass | Merit | Distinction |
|---|--|---|
| Learning aim A: Explore CSR issues in relation to sports organisations/businesses and individuals | | |
| <p>A.P1 Explain the impact CSR issues have had on the stakeholders of a selected sports organisation/business or individual.</p> <p>A.P2 Explain the impact CSR issues have had on a selected sports organisation/business or individual.</p> | <p>A.M1 Assess the effect CSR issues have had on a selected sports organisation/businesses or individual.</p> | <p>A.D1 Evaluate how effectively a selected sports organisation/business or individual has responded to CSR issues and whether this response has strengthened their CSR image.</p> |
| Learning aim B: Explore the benefits and drawbacks for sports organisations/businesses and individuals of adopting a CSR policy | | |
| <p>B.P3 Explain the potential benefits and drawbacks to a selected sports organisation/business or individual of their CSR policy.</p> <p>B.P4 Explain how a selected sports organisation/business or individual has sought recognition from a third party and the impact this has had on their reputation.</p> | <p>B.M2 Assess the potential benefits and drawbacks to a selected sports organisation/business or individual of their CSR policy and its recognition by an external body.</p> | <p>B.D2 Analyse the competitive advantage gained by a selected business as a result of its CSR activities and its recognition by an external body.</p> |
| Learning aim C: Investigate the CSR of an organisation/business and its impact on the community | | |
| <p>C.P5 Produce a simple plan for a community activity/health project using the CSR policy of a selected organisation/business.</p> | <p>C.M3 Produce a detailed plan for a community activity/health project using the CSR policy of a selected organisation/business.</p> | <p>C.D3 Evaluate the impact to the community of the proposed activity/health project using the CSR policy of a selected organisation/business.</p> |

Essential information for assignments

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

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

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

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

Further information for teachers and assessors

Resource requirements

For this unit, learners will need access and facilities to research business materials.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will evaluate how a selected sports organisation/business or individual has responded to a range of CSR issues. They must reach a conclusion as to the success of the response to issues and detail how this has strengthened their CSR image across the wider community.

Learners will analyse the role of CSR, potential benefits and drawbacks to a selected sports organisation/business or individual, and how an external body has supported organisational change and contributed to a competitive advantage being gained.

For merit standard, learners will identify a range of CSR issues and assess how these affect internal and external stakeholders and the organisation/business or individual selected. In their assessment, they will make reference to the potential impact of each issue.

Learners will demonstrate a clear assessment of potential benefits and drawbacks to a selected sports organisation/business or individual of their CSR policy, with relevant examples and a recognition of the effect that support from an external body has.

For pass standard, learners will identify CSR issues for a selected sports organisation/business or individual and explain their impact on internal and external stakeholders as well as on the organisation/business or individual selected. Their explanation must include examples of individually researched issues that cover a range of environmental, ethical and community topics.

Learners will explain key benefits and drawbacks of a sports organisation/business or individual having a CSR policy, and details on how recognition from a third party has enhanced the reputation of the sports business.

Learning aim C

For distinction standard, learners will produce a thorough and convincing plan for a community activity/health project. The plans will show effective use of a full range of planning considerations, including a full and detailed budget forecast. Learners will give well-developed reasons for their evaluation on the potential impact on the community, which could be local, national or global. They will include a clear evaluation of the impact an activity/health CSR policy has had on a selected business, covering the entirety of its CSR operations.

For merit standard, learners will produce a clear and detailed plan for a community activity/health project, assessing the policies developed and how they have impacted on the operations of the business. The business plan will include appropriate use of planning considerations, including a clear budget forecast. The plan will also include details on the strengths and weaknesses of the CSR policy used and its impact on the local community.

For pass standard, learners will produce a simple plan outlining key objectives and planning considerations, including some information on delivery of the project and financial planning information. They will include a clear explanation of how the CSR policy can support the community.

Links to other units

This unit links to:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit B: Health, Wellbeing and Sport
- Unit 1: Sport Development
- Unit 14: Organising Events in Sport and Physical Activities
- Unit 15: Ethical and Current Issues in Sport
- Unit 16: Marketing Communications
- Unit 19: Sports Tourism
- Unit 22: Sports Law and Legislation.

Employer involvement

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

Unit 18: Sport and Leisure Facility Operations

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore the objectives of and resources available at sport and leisure facilities and develop the operational skills to work in these facilities.

Unit introduction

Sport and leisure facilities will have different aims and objectives depending on their location and whether they are public-, private- or voluntary-sector owned. Many organisations have a mission statement outlining what they are aiming to achieve. The aims and objectives that different sports facilities have will directly influence the programmes and services they offer, the physical resources and the operating procedures. Effective sport and leisure facility operations are required in the sports industry to ensure smooth running and effective management. This in turn leads to high performance levels and customer satisfaction, resulting in better experiences for participants. Effective operational leadership skills are essential to the success of sports and leisure facilities and are the type of skills employers look for in their employees.

In this unit, you will explore the aims and objectives of sports and leisure facilities. You will investigate the factors that inform the strategic management of services and the issues that shape the provision of these services. You will also explore provision, resources and services offered at a range of different sports and leisure facilities. You will develop operational-related skills required by employers, and you will be able to develop these skills throughout the unit. You will need to understand what constitutes good customer service and be able to demonstrate this in work-related scenarios. You will also investigate the personal and management skills required for leadership positions and will need to be able to demonstrate your skills in sports and leisure facility scenarios.

This unit will help you to progress to employment in sports facilities. The unit will also help you to progress to further study in higher education or to professional qualifications in sport and active leisure.

Learning aims

In this unit you will:

- A** Examine the aims, objectives and resources of selected sports and leisure facilities
- B** Explore the services and products offered by selected sports and leisure facilities
- C** Demonstrate the operational skills needed for working in sports and leisure facilities.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|---|--|--|
| A Examine the aims, objectives and resources of selected sports and leisure facilities | A1 Aims A2 Objectives A3 Resources A4 Facilities | A report evaluating how current trends impact on the aims, objectives, resources and the services and products offered by selected sports and leisure facilities. |
| B Explore the services and products offered by selected sports and leisure facilities | B1 Services B2 Products B3 Trends | |
| C Demonstrate the operational skills needed for working in sports and leisure facilities | C1 Personal skills C2 Customer service skills C3 Management skills C4 Operational skills C5 Sport and leisure facility situations C6 Review | Observation of learners carrying out operational skills in sports and leisure facilities and interacting with customers and staff, evidenced by an observation report signed by the assessor. A reflective log evaluating own work. |

Content

Learning aim A: Examine the aims, objectives and resources of selected sports and leisure facilities

A1 Aims

- For example:
 - community needs
 - quality standards
 - admission targets
 - access to all
 - promoting wellbeing
 - schools support.

A2 Objectives

- For example:
 - social
 - organisational
 - financial
 - equal opportunities
 - health
 - developmental
 - educational
 - other objectives relevant to the facility (code of practice).

A3 Resources

- Facility characteristics, e.g.:
 - size
 - layout
 - lighting
 - technology
 - marketing
 - access
 - health and safety
 - car parking
 - changing rooms.
- Equipment required, e.g. for:
 - sports
 - fitness
 - business and support services
 - events
 - hospitality.
- Quality monitoring, e.g.:
 - systems reviews and audits
 - inspection
 - sampling
 - customer feedback.

A4 Facilities

- For example:
 - gymnasiums
 - sports centres
 - health and fitness centres.

Learning aim B: Explore the services and products offered by selected sports and leisure facilities

B1 Services

- For example:
 - refreshments
 - personal training
 - crèche
 - GP referral schemes.

B2 Products

- For example:
 - programme of activities:
 - daily
 - weekly
 - spectator events
 - special events:
 - exhibitions
 - arts
 - entertainment
 - conferences
 - social clubs.
- Pricings, e.g.:
 - memberships
 - peak
 - off-peak
 - concessionary rates
 - seasonality.

B3 Trends

- For example:
 - sports initiatives:
 - sports-specific
 - government initiatives
 - socio-economic change
 - sport-specific trends.

Learning aim C: Demonstrate the operational skills needed for working in sports and leisure facilities

C1 Personal skills

- For example:
 - motivation
 - communication
 - organisation
 - time management
 - working with others.

C2 Customer service skills

- For example:
 - creating a welcoming atmosphere
 - communication skills:
 - written
 - oral
 - non verbal

- identifying customer needs
- effective listening skills
- effective questioning skills
- personal presentation
- meeting customer needs.

C3 Management skills

- For example:
 - delegation
 - leadership
 - planning
 - decision making
 - problem solving.

C4 Operational skills

- Personal skills.
- Customer service skills.
- Management skills.

C5 Sport and leisure facility situations

- Customer-related, e.g.:
 - membership
 - general bookings
 - selling of facility services.
- Equipment, e.g.:
 - storage
 - health and safety checks.
- Maintenance, e.g.:
 - cleaning schedules
 - replacement equipment.
- Staffing, e.g.:
 - rotas
 - ratios
 - qualified staff (poolside, gym).
- Dealing with emergencies, e.g.:
 - evacuation
 - first-aid incidents.

C6 Review

- Feedback, e.g. from:
 - customers
 - work colleagues
 - supervisors
 - tutor
 - observers.
- Strengths and areas for future development.
- Specific, measurable, achievable, realistic, time-bound (SMART) targets.
- Future training needs.

Assessment criteria

| Pass | Merit | Distinction |
|---|---|---|
| Learning aim A: Examine the aims, objectives and resources of selected sports and leisure facilities | | AB.D1 Evaluate how current trends impact on the aims, objectives, resources and the services and products offered by selected sports and leisure facilities. |
| A.P1 Explain the aims, objectives and resources of different sports and leisure facilities. | A.M1 Compare and contrast the aims, objectives and resources of different sports and leisure facilities. | |
| Learning aim B: Explore the services and products offered by selected sports and leisure facilities | | |
| B.P2 Explain the services and products offered by different sports and leisure facilities. B.P3 Explain the effect of different trends on the services and products offered by sports and leisure facilities. | B.M2 Analyse the effect of different trends on the services and products offered by sports and leisure facilities. | |
| Learning aim C: Demonstrate the operational skills needed for working in sports and leisure facilities | | C.D2 Demonstrate personal, customer service and operational skills in different situations to meet the aims and objectives of sports and leisure facilities, engaging actively with others and showing initiative, reviewing own performance to create opportunities for personal improvement. |
| C.P4 Use personal, customer service and operational skills in different situations to meet the aims and objectives of sports and leisure facilities. C.P5 Review own performance, identifying strengths and areas for future skills development. | C.M3 Use personal, customer service and operational skills in different situations to meet the aims and objectives of sports and leisure facilities, reflecting actively on own performance, including feedback received, planning personal improvement. | |

Essential information for assignments

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

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

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

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

Further information for teachers and assessors

Resource requirements

Learners will need access to a range of sports and leisure facilities.

Essential information for assessment decisions

Learning aims A and B

For this learning aim, learners will need to research two different types of facilities, for example a public sports centre and a private fitness club.

For distinction standard, learners will draw on varied information about current trends in the sport and leisure industry to consider the advantages or disadvantages of these to two selected sports and leisure facilities. Learners' enquiry should lead to a supported judgement on how the trends impact on the aims, objectives, resources and the services and products offered by the two selected sports and leisure facilities.

For merit standard, learners will identify the main aims, objectives and resources of two different sports and leisure facilities, and this will be extended to explain the similarities, differences, advantages and disadvantages. Learners will present the outcome of methodical and detailed examination by breaking down the effect of different trends on the two selected sports and leisure facilities in order to interpret and study the interrelationships between the effects of the trends on the services and products offered.

For pass standard, learners will give clear details and evidence to support a view on the aims, objectives and resources of two different sports and leisure facilities. Learners are able to show that they comprehend the effect of different trends on the services and products offered by the two selected sports and leisure facilities, and the suitability for purpose of the services and products.

Learning aim C

For distinction standard, learners will demonstrate effective personal, customer service and operational skills to other staff and customers in three different sports and leisure facility situations, and their approach will be confident and professional. Learners will demonstrate the ability to deal with and adapt effectively to situations to meet the aims and objectives of sports and leisure facilities. They will select and use feedback to devise a realistic and achievable plan with actions for performance improvement.

For merit standard, learners will demonstrate suitable personal, customer service and operational skills to other staff and customers in three different sports and leisure facility situations, but may not always show confidence. Learners will demonstrate predictable adaptations to deal with situations to meet the aims and objectives of sports and leisure facilities. They will reflect on the success of their own performance and will identify any skills gaps so that they can plan for improvements.

For pass standard, learners will demonstrate appropriate personal, customer service and operational skills to other staff and customers in three different sports and leisure facility situations, but show lack of confidence. Learners will demonstrate predictable adaptations to deal with one situation to meet the aims and objectives of sports and leisure facilities. They will make a formal assessment of their performance, appraising existing information, including structured records maintained of practice or experience as part of reviews, and they will reconsider feedback on performance gained from others with the intention of making changes, if necessary.

Links to other units

This unit links to:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit 2: Self-Employment in Sport and Physical Activity
- Unit 16: Marketing Communications
- Unit 21: Business and Technology in Personal Training.

Employer involvement

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

- speakers from the sport and leisure industry.

Unit 19: Sports Tourism

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will investigate the characteristics and economic, social and environmental impact of sports tourism and apply this to the planning and presentation of a sports tourism enterprise.

Unit introduction

The tourism industry in the United Kingdom is predicted to grow steadily year on year. Sports tourism is a growing sector and includes a range of categories, including major sports-related events and recreational activities.

In this unit, you will investigate the characteristics and impacts of sports tourism locally, nationally and internationally. You will explore the roles and responsibilities of those who work in the sports tourism sector and consider the opportunities available for a sports tourism enterprise. You will then apply this knowledge and understanding to develop a feasible sports tourism plan, preparing you for developing your own enterprise opportunity in the future.

This unit will support your progression to a wide range of career opportunities in roles such as activity leaders on cruise ships and in hotels, instructors and tour guides; and in areas such as sports and physical activity event logistics, security, merchandising or event planning. It will also support progression to a variety of higher education courses in degrees related to sport or physical activity.

Learning aims

In this unit you will:

- A** Explore the characteristics and the economic, social and environmental impact of sports tourism
- B** Investigate the opportunities, demand and requirements for a sport tourism enterprise
- C** Develop and present a plan for a sports tourism enterprise.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|--|---|--|
| A Explore the characteristics and the economic, social and environmental impact of sports tourism | A1 Types of sports tourism A2 Types of sports tourism businesses A3 Factors affecting sports tourism A4 Roles and responsibilities within the sports tourism sector A5 Economic, social and environmental impact of sports tourism | A presentation or report that includes: <ul style="list-style-type: none"> • information about the range sports tourism available for both professional athletes and recreational participants • factors influencing the sector • roles and responsibilities associated with working in sports tourism • organisations involved • economic contribution and impact of sports tourism. |
| B Investigate the opportunities, demand and requirements for a sport tourism enterprise | B1 Market research B2 Opportunities B3 Demand B4 Enterprise requirements | An evaluation of the feasibility of a sports tourism enterprise opportunity, based on research carried out. Develop a plan for a sports tourism enterprise. |
| C Develop and present a plan for a sports tourism enterprise | C1 Components of the plan for a sports tourism enterprise C2 Presenting the plan | Present the plan to an audience in order to detail the proposed sports enterprise. |

Content

Learning aim A: Explore the characteristics and the economic, social and environmental impact of sports tourism

A1 Types of sports tourism

- Spectating, e.g.:
 - following a sports team or individual
 - major events such as the Olympics, Wimbledon tennis tournament, Cricket World Cup
 - small-scale events, e.g. local marathons, park runs, Tough Mudder.
- Participation, e.g.:
 - amateur participation
 - professional competition
 - recreational tourism, such as family ski trips, walking, hiking, fishing, health break, surfing, fitness retreats
 - school, college and university sports tours
 - special events such as charity runs and physical challenges
 - sports camps.

A2 Types of sports tourism businesses

- Sports tourism services, e.g.:
 - transport
 - accommodation
 - instruction, coaching, teaching
 - tour coordination
 - sourcing of event tickets and packages.
- Secondary business associated with the sports tourism sector, e.g. entertainment, restaurants, souvenirs, equipment rental.

A3 Factors affecting sports tourism

- Travel and infrastructure.
- Terrorism.
- Natural disasters and extreme weather.
- Antisocial behaviour and hooliganism at large sports events.
- Physical and historical geographical factors affecting sports tourism activities, e.g.:
 - weather-reliant activities, e.g. dry, warmth, snow conditions
 - geographic factors, e.g. mountains, water
 - historic relationship, e.g. birthplace of the sport, large established following for a particular sport
 - sporting heritage linked to historical, cultural or national influences, e.g. sumo wrestling in Japan, ice hockey in Canada, Australian rules football in Australia.

A4 Roles and responsibilities within the sports tourism sector

- Roles, e.g.:
 - manager, organiser
 - travel agent
 - coach, instructor or activities leader
 - security
 - caterer
 - usher
 - promoter
 - entertainer
 - trainer.

- Responsibilities, e.g.:
 - following codes of conduct and approved procedures
 - health and safety checks and approval, risk assessments
 - following safeguarding policies for working with children or vulnerable adults.

A5 Economic, social and environmental impact of sports tourism

- Economic impact of sports tourism at different levels, e.g. multiplier effect in local and national economy, impact of sports tourism on UK gross domestic product (GDP), the cost of major sports events has an international impact by boosting economies of multiple countries in a region.
- Services associated with sports tourism economy, e.g.:
 - transport
 - accommodation
 - catering
 - security.
- Products associated with sports tourism economy, e.g.:
 - merchandise
 - clothing
 - equipment
 - ticketing.
- Social impact of sports tourism, e.g.:
 - development of infrastructure in host area
 - community development and community cohesion through hosting and participating in events associated with sports tourism
 - impact on local traditions and quality of life
 - disruption, crime and antisocial behaviour.
- Environmental impact of sports tourism, e.g.:
 - managing increased visitor numbers to an area
 - overcrowding and congestion
 - damage to the physical environment, e.g. litter, graffiti, destruction of habitats, loss of green space
 - cost of repairing damage or disposing of waste caused by sports tourism
 - environmental conservation projects can benefit from funding generated by sports tourism.

Learning aim B: Investigate the opportunities, demand and requirements for a sport tourism enterprise

B1 Market research

- Research skills:
 - primary and secondary research
 - collecting information
 - organising information
 - competition, e.g. type of company, type of event, type of enterprise, proven track record
 - resource availability – financial, human and logistical
 - facilities and infrastructure available in local area
 - amateur/professional requirements to host event
 - use of relevant case studies.

B2 Opportunities

- Suitable enterprise opportunities, e.g.:
 - fundraising services
 - partnerships
 - arranging staff, e.g. sport event organisers, referees, score keepers, statisticians.

B3 Demand

- Type of customer considerations, e.g.:
 - demographic
 - customer profile
 - standard and level of ability of performers and players
 - national governing body rules
 - domestic/international competition.

B4 Enterprise requirements

- Legal and ethical compliance.
- Materials and resources.
- Marketing/raising awareness.
- Facilities.
- Staffing.
- Transport.
- Timelines.

Learning aim C: Develop and present a plan for a sports tourism enterprise**C1 Components of the plan for a sports tourism enterprise**

- Concept and USP.
- Market summary.
- Target market.
- Financial plan.
- Resources, facilities and location.
- Risks.
- Staffing.
- Marketing.
- Legal and ethical considerations.

C2 Presenting the plan

- Communication format and methods suitable for audience and nature of enterprise.
- Key points that need to be communicated to the audience.
- Providing clear, effective summary information.
- Organisation and structure of ideas – arranging and prioritising different aspects of the presentation.
- Information graphics: diagrams, charts and other visual tools.
- Images.

Assessment criteria

| Pass | Merit | Distinction |
|---|---|--|
| Learning aim A: Explore the characteristics and the economic, social and environmental impact of sports tourism | | |
| <p>A.P1 Explain the different types of sports tourism organisations, roles and responsibilities and key factors influencing the sector.</p> <p>A.P2 Explain the key economic, social and environmental impacts of sports tourism.</p> | <p>A.M1 Analyse different types of factors in the sports tourism sector and the economic, social and environmental impact of sports tourism.</p> | <p>A.D1 Evaluate the significance of various aspects of the sports tourism sector, including its economic, social and environmental impact.</p> |
| Learning aim B: Investigate the opportunities, demand and requirements for a sport tourism enterprise | | |
| <p>B.P3 Carry out research for a sports tourism enterprise opportunity.</p> <p>B.P4 Explain the market opportunity, customer demand and resource requirements for the sports tourism enterprise opportunity.</p> | <p>B.M2 Analyse the potential feasibility of the sports tourism enterprise opportunity.</p> | <p>B.D2 Evaluate the potential feasibility of the sports tourism enterprise opportunity, taking into account any constraints.</p> |
| Learning aim C: Develop and present a plan for a sports tourism enterprise | | |
| <p>C.P5 Develop a plan for a sports tourism enterprise.</p> <p>C.P6 Present a plan for a sports tourism enterprise to a selected audience.</p> | <p>C.M3 Develop and present an individual pitch for a planned sports tourism enterprise, making recommendations for future improvements.</p> | <p>C.D3 Demonstrate individual self-management and initiative in the presentation of a high-quality plan for a sports tourism enterprise.</p> |

Essential information for assignments

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

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

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

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

Further information for teachers and assessors

Resource requirements

There are no specific resources needed for this unit.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will draw on a variety of information to support an opinion on the relative significance of different aspects involved in the sports tourism sector. Learners' evaluations will show comprehensive coverage of all characteristics and influences, as listed in the unit content. Learners will draw accurately on their research to show their understanding of both the specific and wider economic, social and environmental impacts of sports tourism and justify their conclusions.

For merit standard, learners will give a methodical, detailed examination of information about the sports tourism sector, making relevant connections to key aspects that characterise the sector and influence its development, such as the types of sports tourism or organisations involved, or specific roles and responsibilities associated with working in sports tourism. They will interpret key aspects, interrelationships and outcomes regarding the economic, social and environmental impact of sports tourism. Learners will present an objective, critical analysis substantiated by references to mostly relevant examples. They will make reasoned analytical judgements involving comparison or discussion of different kinds of economic impacts in their analysis.

For pass standard, learners will give some reasons or detail to support their explanation of the key features of the sports tourism sector at present. They will show that they comprehend the origins and functions of the sector, referring to appropriate examples such as the different types of organisations or job roles involved. They will show competent understanding of key influences on the sector.

Learners will give appropriate details and generally correct reasons or explanations to support a view regarding the economic, social and environmental impact of sports tourism. They will make appropriate references to impacts in a local, national and international context. Learners will show a realistic understanding of the origins and results of a range of economic impacts, with some references to relevant examples.

Learning aims B and C

For learning aim C, learners must individually prepare and produce their own plan for a sports tourism enterprise. They must also carry out an individual presentation pitch for the sports tourism enterprise. The enterprise could be based in the UK or could focus on an area overseas. Teachers should ensure that the type of enterprise chosen by learners provides sufficient scope for them to complete the assessment fully.

Learners will select a form of presentation that is appropriate for the proposed enterprise and audience.

The format of the presentation could be static, for example a visual display or multimedia presentation, or interactive, for example an oral presentation supported by audio-visual materials.

For distinction standard, learners will express a convincing view on the feasibility of the proposed sports tourism enterprise, supported by references to specific aspects of their research analysis. They will fully consider the factors affecting the potential success of the proposed enterprise, including any constraints and potential challenges, and arrive at a justified conclusion.

The plan for the proposed enterprise will be comprehensive and include a thorough consideration of any relevant ethical and legal implications and how these might affect their proposal. Learners will also produce consistently accurate and relevant financial data to support the enterprise, together with a comprehensive and detailed identification of the specific resources required. The marketing aspect of the plan will include suggestions that demonstrate learners' ability to apply their understanding of the importance of key marketing elements in raising consumer awareness, and include valid references to the budget and timelines.

Learners will show a high level of initiative and self-management in planning and accessing the resources required for the presentation. Learners will, within the budget allowed and using available resources, produce a well-designed, individual presentation that demonstrates a depth of insight, attention to detail, innovation and precision. The presentation will be completely appropriate for the intended audience or visitors. Supporting documents will be effectively structured and show evidence of logical links to the enterprise research carried out before the presentation. The supporting documents for the presentation will effectively communicate the sports tourism enterprise to the audience. There will be evidence that learners have considered and recommended improvements that could be made to the presentation. Evidence will be supported by observation records, witness statements and digital media.

For merit standard, learners will produce a clear, balanced analysis of the proposed sports tourism enterprise. They will consider most key challenges associated with implementing the enterprise and give generally relevant reasons for their views, linked to the results of their research.

Learners will produce a comprehensive, realistic plan for the sports tourism enterprise that will include consideration of any relevant legal and ethical implications and how these might affect their proposal. Learners will produce relevant financial data to support the enterprise, together with correct identification of the resources required. The plan will include a marketing approach that shows correct understanding of the importance of marketing in raising consumer awareness.

Learners will plan and access resources required for the presentation. Learners will, within the budget allowed and using available resources, produce a clear, structured individual presentation that attracts interest from the audience, such as attendees at the presentation or visitors to a presentation stand. Supporting documents will be detailed and show links to the enterprise research carried out before the presentation. The documents will clearly communicate the sports tourism enterprise to the audience. Learners will explain what recommendations they could make to improve the presentation, should they do it again. They will demonstrate an appropriate, clear approach to measuring the success of their presentation against set objectives. Any identified areas for improvement will be relevant and clearly linked to the presentation. Evidence will be supported by observation records, witness statements and digital media.

For pass standard, learners will carry out research, using both primary and secondary sources of information, into current opportunities for a sports tourism enterprise. The research will be carried out correctly and evidenced in a research portfolio that is mainly appropriate and realistic. There will be some variety in the information sources used. Learners will show a realistic understanding of the market opportunity, customer demand and resource requirements for a sports tourism enterprise opportunity. They will give some relevant examples or reasons to support their explanation.

Learners will produce a competent, realistic plan for the proposed enterprise that includes some consideration of straightforward legal and ethical issues relevant to the proposal. They will produce generally appropriate financial data that may contain some minor inaccuracies. There will be evidence that learners have considered the main resources required to set up the enterprise with some relevant examples or reasons given for the resources identified. Learners will include evidence of basic understanding of the main marketing requirements for the sports tourism enterprise.

Learners will produce an individual presentation that accurately explains the new sports tourism enterprise. They will use a variety of resources to produce the presentation, most of which will be relevant to the particular enterprise. Learners will produce appropriate documents to generate interest in the new sports tourism enterprise. Evidence will be supported by observation records, witness statements and video clips.

Links to other units

This unit links to:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit 13: Influence of Technology in Sport and Physical Activity
- Unit 15: Ethical and Current Issues in Sport
- Unit 16: Marketing Communications
- Unit 17: Corporate Social Responsibility in Sport.

Employer involvement

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

- interaction with local employers involved in the sector, such as representatives from local teams (amateur and professional) and local businesses
- input from employers and organisations such as tour operators and travel agents regarding sports tourism opportunities
- input from National Governing Bodies (NGBs) of sport on how to encourage enterprise, events and business in particular sports sectors.

Unit 20: School Sport Delivery

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore the implementation of physical education (PE) and school sport. They will plan, deliver and review their own physical education programme that embeds the aims and objectives of the National Curriculum for physical education.

Unit introduction

In physical education (PE) and school sport, pupils develop confidence and skills in a range of sport and physical activities. They work as individuals, in groups, and in teams. Throughout these experiences, young people learn the value of healthy, active lifestyles. Discovering what they like to do and how to be involved in physical activity helps them make informed choices about lifelong physical activity. Physical education in some form has been a significant part of education for many years. However, in the 21st century the value of PE and school sport both to young people and the wider society has never been so important

In this unit, you will develop an understanding of the aims of the PE curriculum and school sport provision in a range of school settings, as well as how individual schools implement PE and school sport. You will develop an understanding of the importance of safeguarding the needs of children and young people in education and strategies for how you can protect young people and yourself when working in a PE and school sport environment. You will then apply this knowledge and understanding to the development and delivery of your own physical education programme which embeds the national curriculum for PE.

This unit will help you to progress to employment in areas such as sports coaching, physical education and sports development. It will also help you to progress to further study either in the form of an apprenticeship where you might work in schools or to higher education where you might study one of several vocational degrees such as Physical Education and Sports Coaching.

Learning aims

In this unit you will:

- A** Explore physical education, school sport and physical activity within a school setting
- B** Examine the responsibilities and strategies for safeguarding the welfare of children, young people and self
- C** Plan and deliver a physical education programme
- D** Review the planning and delivery of a physical education programme.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|--|---|--|
| A Explore physical education, school sport and physical activity within a school setting | <p>A1 Implementation of physical education and school sport in schools</p> <p>A2 Impact of physical education and school sport</p> | Written report about the implementation and impact of the physical education curriculum and school sport provision in two schools with contrasting age groups. |
| B Examine the responsibilities and strategies for safeguarding the welfare of children, young people and self | <p>B1 Legislation, policies and procedures for the safeguarding of children, young people and self</p> <p>B2 Strategies for safeguarding children and young people</p> <p>B3 Ensuring own protection when working with children and young people</p> | A plan covering a sequence of at least six different sessions with the same group of children or young people over a period of at least six weeks. This should include both session plans and overarching plans for the programme, and any notes demonstrating how learners have adapted their plans as a consequence of reflecting on a previous session. |
| C Plan and deliver a physical education programme | <p>C1 Planning physical education programmes</p> <p>C2 Planning physical education sessions</p> <p>C3 Strategies to support learning</p> | Evidence of own delivery, which could take the form of photographic evidence with reflective accounts and video. |
| D Review the planning and delivery of a physical education programme | D1 Reflection on individual sessions and sequences of sessions | A reflective evaluation of the effectiveness of the planning and delivery of the physical education programme in which recommendations for future planning and delivery are justified. |

Content

Learning aim A: Explore physical education, school sport and physical activity within a school setting

A1 Implementation of physical education and school sport in schools

- The difference between physical education, school sport and sport delivered in the community:
 - aims and objectives
 - similarities and differences.
- The National Curriculum for physical education:
 - National Curriculum programmes of study (Key Stages 1, 2, 3 and 4)
 - variation across the home countries.
- Implementation of the physical education curriculum:
 - type of school (state, private, grammar, state-funded academy, special schools)
 - age groups, including primary (5–11 years old), middle (8–12 or 9–13 years old), secondary (11–16 or 11–18 years old)
 - variations in the approach taken for the physical education curriculum across different types of educational institution (e.g. state versus private, state funded versus state-funded academy)
 - variations in the implementation of the physical education curriculum across different age ranges
 - mandatory curriculum entitlement
 - use of qualifications as a part of the physical education curriculum, e.g. GCSE, A Level, applied generals, technical qualifications, leadership awards
 - strategic links between curriculum-based and extra-curricular sport and physical activity and community sport and physical activity
 - community involvement.
- Provision of school sport and physical activity outside the curriculum:
 - different ways in which school sport is funded in different schools
 - challenges faced by schools in delivering a school sport and physical activity offer outside the curriculum
 - implementation.

A2 Impact of physical education and school sport

- Impact of physical education and school sport on society:
 - health and wellbeing
 - social cohesion
 - crime
 - the economy.
- Impact of physical education and school sport on educational attainment, including links between increased physical activity and academic success:
 - improvement of cognitive function
 - improved physical literacy
 - improved motor coordination
 - improvements in teamwork and cooperation
 - increased competition
 - improved ability to deal with conflict
 - improvements in engagement and attendance.

Learning aim B: Examine the responsibilities and strategies for safeguarding the welfare of children, young people and self

B1 Legislation, policies and procedures for the safeguarding of children, young people and self

- Screening of staff.
- Disclosure and reporting procedures.
- Procedures for injuries and accidents.
- Risk assessment.
- Code of conduct.
- Whistleblowing.
- Data protection.
- Equal rights and differences in culture and values, inclusive selection.
- Hygiene.
- Record keeping.
- Registers.
- Use of technology.
- Dress code.

B2 Strategies for safeguarding children and young people

- Awareness of disclosure procedures.
- Empowering children and young people to disclose safeguarding concerns.
- Unconditional acceptance of the child/young person.
- Self-awareness of procedures for injuries and accidents.
- Ensuring children and young people are aware of procedures in case of accidents, injuries, illness and other emergencies.
- Appropriateness of activities in relation to the needs of the child and school requirements.
- Setting limits and boundaries and why these are important.
- Recognising signs of neglect and abuse.
- Roles and responsibilities of those involved in safeguarding children and promoting their welfare, health, safety and security.
- Risk assessments.

B3 Ensuring own protection when working with children and young people

- Setting and maintaining professional boundaries.
- Positive relationships.
- Application of school policies and procedures, e.g. procedures for supervising change, policies for behaviour management.

Learning aim C: Plan and deliver a physical education programme

C1 Planning physical education programmes

- Aims and objectives.
- Activities for learning.
- Maximising engagement and activity.
- Evidence-based teaching strategies.
- Equipment and resources.
- Opportunities to embed other aspects of the curriculum: English and maths.
- Equality and diversity.

C2 Planning physical education sessions

- Identifying needs of learners.
- Links to planned schemes of work/programmes of learning.
- Identifying intended learning outcomes.
- Planning for assessment opportunities.
- Opportunities to adapt activities for learners of differing abilities, situations with limited resources or facilities.
- Environment and participant factors, e.g. large classes, protected characteristics.
- Availability of facilities.
- Health and safety considerations (risk assessment, informed consent).
- Application of policies and procedures relevant to the school.

C3 Strategies to support learning

- Instructional methods to support learning, e.g. direct instruction, peer coaching, child-directed learning.
- Teaching and coaching methodology, e.g. whole skills practice, part instruction, chaining, shaping/grooving, whole-part-whole instruction, games-based approach.
- Formative assessment strategies, e.g. questioning, peer analysis, use of technology, self-analysis.
- Importance of observation to review participants' progress.
- Differentiation strategies:
 - by instruction
 - by task
 - by support.
- Behaviour management strategies.

Learning aim D: Review the planning and delivery of a physical education programme**D1 Reflection on individual sessions and sequences of sessions**

- Methods of gathering feedback from:
 - participants
 - observers
 - supervisors.
- Self-reflection.
- Impact of planning on children and young people's progress and performance.
- Impact of coaching delivery on children and young people's progress and performance.
- Progress towards aims and objectives over the course of the programme.
- Identifying strengths and areas for improvement in planning:
 - effectiveness of selected learning activities
 - effectiveness of the sequencing of the learning activities
 - manageability of the selected learning activities.
- Identifying effectiveness, strengths and areas for improvement in own delivery:
 - instructional methods used
 - teaching and coaching methods used
 - formative assessment strategies used
 - differentiation strategies used
 - behaviour management strategies used.
- Recommendations for future planning.
- Recommendations for own development following review of planning and delivery.

Assessment criteria

| Pass | Merit | Distinction |
|--|---|--|
| Learning aim A: Explore physical education, school sport and physical activity within a school setting | | A.D1 Evaluate the implementation and value of the physical education curriculum and school sport provision in two schools with contrasting age ranges. |
| A.P1 Examine how the physical education curriculum and provision for school sport is implemented in two schools with contrasting age ranges. A.P2 Explain the value of physical education and school sport to society. | A.M1 Compare and contrast the implementation and value of the physical education curriculum and the provision for school sport and physical activity in two schools with contrasting age ranges. | |
| Learning aim B: Examine the responsibilities and strategies for safeguarding the welfare of children, young people and self | | BC.D2 Confidently plan and deliver an assured programme of physical education that embeds the National Curriculum for physical education, and ensures that children and young people are effectively safeguarded. |
| B.P3 Describe the legislation, policies and procedures that safeguard children and young people in a physical education and school sport setting. B.P4 Describe strategies for supporting the safeguarding of children and young people in a physical education and school sport setting. B.P5 Describe strategies for ensuring own protection when working with children and young people in a physical education and school sport setting. | B.M2 Examine how legislation, policies and procedures for ensuring the safeguarding of children and young people in a physical education and school sport setting are implemented in a selected school. | |
| Learning aim C: Plan and deliver a physical education programme | | |
| C.P6 Plan a safe and appropriate programme of physical education embedding the aims and objectives of the National Curriculum for physical education. C.P7 Identify how the planned physical education programme embeds the aims and objectives of the National Curriculum for physical education. C.P8 Deliver a safe and appropriate programme of physical education embedding the aims and objectives of the National Curriculum for physical education. | C.M3 Justify the planning and delivery of a physical education programme based on the development needs of learners. C.M4 Deliver a competent programme of physical education embedding the aims and objectives of the National Curriculum for physical education. | |

| Pass | Merit | Distinction |
|---|---|--|
| Learning aim D: Review the planning and delivery of a physical education programme | | D.D3 Evaluate the effectiveness of their planning and delivery of the physical education programme, justifying recommendations for future planning and improvement. |
| D.P9 Identify the strengths and areas for development in the planning, and own delivery, of a physical education programme, giving basic suggestions for how planning and delivery could have been improved. | D.M5 Explain the strengths and areas for development in the planning, and own delivery of, a physical education programme, making recommendations for future planning and improvement. | |

Essential information for assignments

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

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

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

Learning aims: B and C (B.P3, B.P4, B.P5, C.P6, C.P7, C.P8, B.M2, C.M3, C.M4, BC.D2)

Learning aim: D (D.P9, D.M5, D.D3)

The assessment for learning aim C is intended to be delivered in the school environment.

Further information for teachers and assessors

Resource requirements

The special resources required for this unit are:

- coaching equipment, such as whistle, watch, clipboard as well as appropriate equipment for coaching/leading sports and physical activity sessions
- technology equipment for providing coaching feedback and formative assessment opportunities
- links with local schools so that learners can undertake part-time placements (e.g. whole afternoons or individual sessions over a number of weeks).

Essential information for assessment decisions

Learning aim A

For learning aim A, learners must select a school or schools with contrasting age groups. It is recognised that during the teaching and learning phase, a valid approach to supporting learners' development of knowledge and understanding of the curriculum will be via the use of case studies of link/partner schools. To satisfy the content, a range of schools should be included, and so learners should choose which schools to select for their assignment rather than the centre.

For distinction standard, learners will produce an evaluation of the implementation and value of the physical education curriculum and school sport provision in two schools, which each cater for contrasting age ranges. They will compare and contrast the aims and objectives of the curriculum and school sport provision, as well as reach justifiable conclusions about the extent to which the schools' curriculum meets both the aims and objectives of the National Curriculum for physical education. Learners will explore how the curriculum in the two selected schools contributes to society, including the impact the curriculum has on academic success for children and young people, applying their knowledge and understanding to arrive at supported conclusions.

For merit standard, learners will describe and illustrate the similarities, differences, advantages and disadvantages relating to the implementation of the physical education curriculum and school sport provision in two schools with contrasting age ranges.

For pass standard, learners will describe in detail how the physical education curriculum and provision for school sport is implemented in two schools with contrasting age ranges. Learners will also identify the value of physical education and school sport to society, giving an outline to support the points made.

Learning aims B and C

For learning aims B and C, learners will need to plan and deliver a physical education programme. To do this, they will need access to a link school. Links with local schools will need to be established so that learners are supported and supervised in their delivery. It would be beneficial for the link school to be informed about the aims of the assignment so that they can contribute to learners' evidence in the form of witness testimonies and/or taking photographic/video evidence of learners.

For distinction standard, learners will examine how legislation, policies and procedures for ensuring the safeguarding of children and young people in a physical education and school sport setting are implemented in a selected school. Learners will confidently develop an informed and in-depth plan. They will demonstrate assured skills when delivering the programme of physical education that embeds the National Curriculum and is responsive to the needs of participants. In delivering their programme, learners need to demonstrate the ability to reflect on the success of planned sequences of learning activities and their own delivery skills so that they can appropriately adapt their plans. Learners will need to show that they have taken necessary steps, both in the planning and delivery of the programme, to ensure that children, young people and themselves are effectively protected.

For merit standard, learners will examine how legislation, policies and procedures for ensuring the safeguarding of children and young people in a physical education and school sport setting are implemented in a selected school. They will justify the planning and delivery of the physical education programme based on an assessment of the development of participants. Learners will competently deliver a programme of physical education, showing some advanced skills that are mostly consistent. They will embed the aims and objectives and manage these, showing some advanced coaching skills. Learners will inform their planning and delivery with broad knowledge of legislation, safeguarding and personal protection strategies, adapting these where required. The planning and delivery will be safe.

For pass standard, learners will give a general outline of legislation, procedures and policies in relation to safeguarding. They will discuss key aspects of strategies employed for safeguarding children and themselves. Learners will embed aims and objectives of the National Curriculum for physical education in their planning for safe lessons and provide some details of how the curriculum is embedded. They will deliver a safe and appropriate programme with some consistency.

Learning aim D

For distinction standard, learners will evaluate the effectiveness of their planned physical education programme by exploring the evidence they have collated from a range of sources to explain a range of strengths and areas for improvement and justify their viewpoint. Learners' evaluations must demonstrate a balanced view of what went well and what they could improve on to arrive at supported conclusions about how well the programme met its intended aims. Learners will give justified recommendations for future planning and improvement that are supported in the context of their evaluation. Throughout the evaluation, learners will demonstrate a sophisticated understanding of how their own planning and delivery impacted on the ability of the children and/or young people to achieve the programme and the National Curriculum's intended outcomes.

For merit standard, learners will identify the strengths and areas for development in their planning, and own delivery of, a physical education programme. The points made must be justified, using a range of evidence gathered to support their point of view. Recommendations will be made for how future planning and delivery might be improved, as well as demonstrating an understanding of the future needs of the participants by exploring the direction for the next sequence of learning. Learners will show an understanding of their own impact.

For pass standard, learners will identify the strengths and areas for development in their planning and delivery of a physical education programme. Points made will be factual and based on evidence gathered, but may lack sophistication. While based on fact, and therefore supported by the assessor, learners may not use the evidence gathered in their review to demonstrate how they reached their conclusions. Learners will provide recommendations for how planning and delivery could have been improved. However, these are likely to be limited to basic, generic assertions, rather than demonstrate sophisticated understanding of their own planning and delivery and the impact this had on young people's progress.

Links to other units

This unit links to:

- Unit C1: Developing Coaching Skills
- Unit D1: Applied Coaching Skills
- Unit B: Health, Wellbeing and Sport
- Unit 1: Sport Development
- Unit 11: Rules, Regulations and Officiating in Sport.

Employer involvement

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

- guest speakers in the form of individuals responsible for the local planning and implementation of physical education and school sport
- opportunities for placements within local schools (primary and/or secondary).

Unit 22: Sports Law and Legislation

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners explore how the sports industry meets legal obligations relating to employment rights. Learners will consider the approaches used in resolving employment disputes.

Unit introduction

Working in the sports industry brings many considerations as it is a dynamic environment with ever-changing working practices, developing social norms and advances in technology. It is essential that anyone working in this environment keeps up to date with these changes.

In this unit, you will look at some of the key features of laws, legislation and regulations relative to the sports industry. You will consider general regulations and those which are more specific to a selected sport or career pathway. You will be able to assess their effectiveness in supporting professional sports performers.

This unit will help you to progress to employment in the sports industry. It will also help you to progress to further study in higher education and to professional qualifications in a variety of sports or sports management subjects.

Learning aims

In this unit you will:

- A** Examine how employment law, legislation and regulations impact on the sports industry
- B** Investigate how laws and legislation affect the governance and organisation of sport
- C** Explore laws, legislation and regulations that impact professional sports performers.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|---|---|--|
| <p>A Examine how employment law, legislation and regulations impact on the sports industry</p> | <p>A1 Key aspects of employment law relating to the sports industry</p> <p>A2 Tax and national insurance</p> <p>A3 Health and safety considerations</p> | <p>A report evaluating the impact that employment rights in the sports industry have had on a selected professional sports performer for a given case study, using decided cases and recent statutes to justify conclusions.</p> |
| <p>B Investigate how laws and legislation affect the governance and organisation of sport</p> | <p>B1 Governance and organisation at local level</p> <p>B2 Governance and organisation at regional level</p> <p>B3 Governance and organisation at national level</p> <p>B4 Governance and organisation at international level</p> | <p>Learners also need to provide an evaluation of the impact that support from relevant regulatory bodies has had on those working in the sports industry to ensure that their rights are adhered to.</p> |
| <p>C Explore laws, legislation and regulations that impact professional sports performers</p> | <p>C1 Registration and transfers of professional sports performers</p> <p>C2 The laws, rules and regulations that apply to professional sports performers</p> <p>C3 The role of support agencies to support professional sports performers</p> | <p>A presentation evaluating the effectiveness of the regulations relating to anti-doping, sports agents and the use of social media for a selected professional sports performer.</p> |

Content

Learning aim A: Examine how employment law, legislation and regulations impact on the sports industry

A1 Key aspects of employment law relating to the sports industry

- Category of worker – employee/apprentice/worker.
- Minimum wage and national living wage.
- Rights and responsibilities of the worker.
- Rights and responsibilities of the employer.
- Inclusion.
- Other matters:
 - pensions
 - holiday entitlement
 - sick pay.
- Apprenticeships in sport:
 - routes specific to chosen sport
 - general rules.
- Contracts – based on common law, not statutes.
- Key legislation and regulations:
 - employment rights
 - National Minimum Wage
 - Working Time regulations
 - equality legislation
 - Trade Union and Labour Relations (Consolidation)
 - Apprenticeships, Skills, Children and Learning
 - The Apprenticeships (Miscellaneous Provisions) regulations.

A2 Tax and national insurance

- Legislation:
 - Income Tax (Earnings and Pensions)
 - National Insurance Contributions
- Key features of this legislation:
 - rates of tax
 - tax allowances
 - rate of contributions from employee and employer.

A3 Health and safety considerations

- Key features of the regulations.
- Legislation, e.g.:
 - Health and Safety at Work
 - Health and Safety at Work (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
 - Management of Health and Safety at Work Regulations
 - Health and Safety (First-Aid) Regulations
 - Adventurous Activities Licensing Authority regulations.

- Regulatory bodies appropriate to all activities:
 - Health and Safety Executive (HSE)
 - other regulatory bodies, e.g.
 - local authorities
 - local educational authorities
 - police
 - Adventurous Activities Licensing Authority (AALA) (part of the HSE)
 - national governing bodies of sport.

Learning aim B: Investigate how laws and legislation affect the governance and organisation of sport

B1 Governance and organisation at local level

- Grassroots sports clubs.
- Club organisation leagues and competition.
- The structure and constitution of these organisations.

B2 Governance and organisation at regional level

- Organisation of grassroots sports.
- Club organisation.
- League and competition organisation.

B3 Governance and organisation at national level

- Organisations:
 - national governing bodies
 - UK Sport
 - Sport England, Sport Wales, Sport Northern Ireland, sportscotland
 - Department for Digital, Culture, Media and Sport.
- Key regulations:
 - those that govern and regulate sports, e.g.
 - Department for Digital, Culture, Media and Sport
 - UK Sport and Sport England, Sport Wales, Sport Northern Ireland, sportscotland
 - A Code for Sports Governance
 - key principles of the regulations and codes, and their limits
 - regulations and bodies that govern specific sports, e.g.
 - football (the Football Association's codes of conduct)
 - cricket (England and Wales Cricket Board and its codes)
 - athletics (UK Athletics and its codes)
 - key principles of the codes and their limits.
- Sport recognition and accreditation.
- Recognised public bodies.

B4 Governance and organisation at international level

- Key bodies and regulations:
 - international governing bodies and codes, e.g.
 - football (International Federation of Association Football (FIFA)/ Union of European Football Associations (UEFA))
 - cricket (International Cricket Council)
 - athletics (International Association of Athletics Federations (IAAF)).

Learning aim C: Explore laws, legislation and regulations that impact professional sports performers

C1 Registration and transfers of professional sports performers

- Registration regulations for specific sports for professional or elite sportspeople, e.g.:
 - football – regulations on the status and transfer of players
 - cricket – regulations governing the qualification and registration of cricketers.

C2 The laws, rules and regulations that apply to professional sports performers

- Laws of the sport:
 - laws specific to individual sports.
- Laws of society:
 - general law, e.g.
 - contract
 - criminal law
 - tort law.
- Anti-doping:
 - agencies and laws surrounding anti-doping, e.g.
 - World Anti-Doping Agency (WADA)
 - UK Anti-Doping Rules
 - enforcement.
- Regulation of social media:
 - regulation of athletes and players within a sport through measures, e.g.
 - FA Rules and Regulations, clauses 3.2.5 and 4.8.
 - potential criminal offences, e.g.
 - crime and disorder legislation
 - criminal justice legislation
 - protection from harassment legislation
 - malicious communications legislation
 - communications legislation
 - public order legislation
 - guidance given to professional sports performers.
- Sanctions:
 - for breaking national law
 - for breaking codes of practice within individual sports.

C3 The role of support agencies to support professional sports performers

- Unions and support organisations:
 - the regulations that govern professional sports performers' membership of a union
 - key provisions and protections
 - role of a union
 - the role of support agencies to support professional sports performers
 - support to deal with breaches of contract or breaking sporting rules and legal rules.
- Agents:
 - requirements for the role for specific sports
 - age requirements of the professional sports performers represented
 - contracts
 - limits of agents' power
 - legislation and regulations, e.g.
 - Football Association regulations on working with intermediaries for football.

Assessment criteria

| Pass | Merit | Distinction |
|--|---|---|
| Learning aim A: Examine how employment law, legislation and regulations impact on the sports industry | | |
| A.P1 Explain, using case-study scenarios, what the legal requirements of the written statement of employment particulars and the contract of employment for a selected professional sports performer must include to comply with the law. | A.M1 Analyse the impact of employment rights on a selected professional sports performer, applying appropriate current law. | A.D1 Evaluate the impact that employment rights in the sports industry have had on a selected professional sports performer, using decided cases and recent statutes to justify conclusions. |
| Learning aim B: Investigate how laws and legislation affect the governance and organisation of sport | | B.D2 Evaluate the impact that support from relevant regulatory bodies has had on those working in the sports industry to ensure that their rights are adhered to. |
| B.P2 Explain, using case-study scenarios, how compliance with regulations that govern regional, national and international regulatory bodies can help the sports industry. | B.M2 Analyse the support available from relevant regulatory bodies to those working in the sports industry, to ensure their rights are adhered to. | |
| B.P3 Explain how relevant laws and legislation can support the rights of those working in the sports industry. | | |
| Learning aim C: Explore laws, legislation and regulations that impact professional sports performers | | |
| C.P4 Explain the regulation of the registration of professional sports performers, anti-doping, the use of social media and sanctions for any breaches. | C.M3 Analyse the appropriate regulations for registration, anti-doping, trade union, sports agents and use of social media specific to a selected professional sports performer. | C.D3 Evaluate the effectiveness of the regulations relating to anti-doping, sports agents and the use of social media for a selected professional sports performer. |
| C.P5 Explain the role and regulation of trade unions, support organisations and sports agents in relation to a selected professional sports performer. | | |

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* 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, B.P2, B.P3, A.M1, B.M2, A.D1, B.D2)

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

Further information for teachers and assessors

Resource requirements

Learners must have access to a range of current sports industry information from websites and printed resources. Learners should also be given access to sources of primary and secondary legislation and regulations of and by sporting bodies – local, national and international.

Essential information for assessment decisions

It is essential that learners do not copy large sections of information from textbooks or websites. Centres need to prepare a variety of detailed case studies or scenarios that allow learners to use their own words. The case studies should also allow learners to fully demonstrate their understanding and application of the law and its processes, using problem-solving, decision-making, analytical and critical-thinking skills.

It is also essential that learners reference all sources correctly. If a verbal presentation format is selected, a detailed observation sheet must be provided for each verbal presentation for each learner.

So that learners have first-hand experience as a basis for their evaluation, it is desirable that they attend and watch cases in different courts, and see the process and personnel in action. Court staff, local solicitors and barristers are often willing to speak to learners about their roles. If a verbal presentation format is selected, a detailed observation sheet must be provided for each verbal presentation for each learner.

Learning aims A and B

For distinction standard, learners will draw on varied information about employment rights to consider the significance of their impact on a professional sports performer, using a real-life example. Learners' research should lead to a supported judgement on the strengths and weaknesses of a decided case. Learners will consider the impact that support from relevant regulatory bodies has had on the selected professional sports performer to ensure that their rights are adhered to.

For merit standard, learners will present the outcome of methodical and detailed examination by breaking down the impact of employment rights on a selected professional sports performer using a real life example, in order to interpret and study the interrelationships and applying appropriate current law. Learners will consider the support available from relevant regulatory bodies on the selected professional sports performer to ensure their rights are adhered to.

For pass standard, learners will give clear evidence to support their view on the legal requirements of the written statement of employment particulars and the contract of employment for a selected professional sports performer. Learners will consider how compliance with the regulations governing regional, national and international regulatory bodies can help the sports industry.

Learning aim C

For distinction standard, learners will draw on varied information on the measures in and outside the sport industry in relation to anti-doping, sports agents and professional sports performers' use of social media at an international, national and regional level. They will identify strengths and weaknesses and then focus on a real-life example for a selected professional sports performer.

For merit standard, learners will present the outcome of a methodical and detailed examination of the international, national and regional regulations of the registration, anti-doping, trade union, sports agents and use of social media, in order to then interpret and study its application to a selected professional sports performer.

For pass standard, learners will give clear evidence to support their view on the regulation of the registration of professional sports performers, anti-doping, the use of social media and sanctions for any breaches at an international, national and regional level. Learners will show that they understand the role and regulation of trade unions, support organisations and sports agents, and their suitability for purpose in relation to a selected professional sports performer.

Links to other units

This unit links to:

- Unit 11: Rules, Regulations and Officiating in Sport
- Unit 17: Corporate Social Responsibility in Sport.

Employer involvement

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

Unit 23: Psychology for Professional Sports Performance

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners develop knowledge and understanding of sport psychology and apply it the context of elite performance.

Unit introduction

The development of psychological methods and strategies for sport performance is critical to professional sports performers. Working to excel in sport is one aspect of professional sports performers goals, their choices in life are also an integral part of their ability to excel in their sport. Professional sports performers are pushed to their limits with astonishing results. Sports psychology is becoming increasingly influential, it is now necessary in order for a professional sports performer to gain an edge over their competitors. Every professional sports performer reacts differently emotionally in training and competitive situations. Fellow professional sports performers and coaches need to appreciate these differences.

In this unit, you will explore the impact of personality, motivation and emotions on sports performance. You will consider stress and anxiety, and investigate the concepts of arousal and mental toughness, along with the general effects of psychology on performance capabilities. You will use the information you gather to develop performance improvement strategies through assessing psychological constructs, strategies and methods. You will then implement and monitor the impact of these strategies.

This unit will help you to progress to employment in sports psychology, coaching and performance support. The unit will also help you to progress to further study in higher education and to professional qualifications in sports qualifications.

Learning aims

In this unit, you will:

- A** Explore the relationship between personality, motivation and sport performance
- B** Investigate own psychology and emotions and their impact on performance capabilities
- C** Implement methods and strategies for improving preparation, performance and leadership through changes in psychology and emotions.

Summary of unit

| Learning aim | Key content areas | Recommended assessment approach |
|--|--|---|
| A Explore the relationship between personality, motivation and sport performance | A1 Personality A2 Motivation A3 Emotions in sport A4 Stress and anxiety A5 Arousal A6 Mental toughness A7 The effects of psychology | A presentation of a developed psychological strategy for sport performance improvement, supported by a rationale with examples of psychological techniques and methods for improvement. |
| B Investigate own psychology and emotions and their impact on performance capabilities | B1 Assess psychological constructs B2 Strategies and methods B3 Goal setting and strategy planning | |
| C Implement methods and strategies for improving preparation, performance and leadership through changes in psychology and emotions | C1 Implementation of strategy | A logbook, over a four-week period, reviewing psychological and coping strategies, with suggestions made to amend the strategies used. |

Content

Learning aim A: Explore the relationship between personality, motivation and sport performance

A1 Personality

- Personality:
 - personality traits (Eysenck theory)
 - Maslow's Hierarchy of Needs
 - five trait model: extroversion, agreeableness, conscientiousness, neuroticism, openness to experience.

A2 Motivation

- Types: intrinsic and extrinsic.
- Need Achievement theory.
- Achievement goals.

A3 Emotions in sport

- Emotional intelligence.
- Emotional traits: expression, perception, self-esteem, self-motivation, stress management.

A4 Stress and anxiety

- Potential stressors in sport.
- Types of anxiety: cognitive, somatic.
- Catastrophe theory.
- Trait and state anxiety.
- Emotion in anxiety.

A5 Arousal

- Arousal theories:
 - Inverted U
 - Individual Zones of Optimal Functioning.

A6 Mental toughness

- Attributes of mentally tough athletes.
- Model: challenge, commitment, control, confidence.
- Developing mental toughness.

A7 The effects of psychology

- Personal performance:
 - physical
 - technical and tactical.
- Personal experience:
 - short- and long-term impacts
 - stress levels
 - sense of reward and value.
- Impact on team moral and performance.
- Impact on coach.

Learning aim B: Investigate own psychology and emotions and their impact on performance capabilities

B1 Assess psychological constructs

- Performance profiling:
 - mental toughness
 - self-belief
 - communication
 - handling pressure
 - responding to defeat
 - responding to success
 - concentration
 - dominating your opponent
 - decision making.
- Performer's perspective:
 - own thoughts on success
 - own thoughts on improvement
 - ranking performance profile
 - completing self-assessment.

B2 Strategies and methods

- Using imagery for improving performance:
 - performance profiling
 - technique: internal and external
 - Paivio's framework of the functions of imagery
 - importance of imagery.
- Concentration strategies:
 - attentional focus – broad/narrow
 - map player distractions
 - positive self-talk.
- Coping strategies:
 - relaxation
 - acceptance
 - alternative treatments
 - mindfulness
 - yoga/meditation.
- Leadership strategies:
 - theories of leadership
 - defining required behaviour
 - group dynamics (Tuckman's and Jensen Model)
 - social loafing
 - cohesion (Carron's theory).

B3 Goal setting and strategy planning

- Goals and targets:
 - SMART
 - process goals and performance goals
 - competition goals.
- Feedback.
- Methods.
- Review points and testing stages.
- Duration.
- Time frames and frequency.
- Feedback on plans from professionals.

Learning aim C: Implement methods and strategies for improving preparation, performance and leadership through changes in psychology and emotions**C1 Implementation of strategy**

- Implementation, management and continual:
 - taking actions
 - recording progress
 - technical and tactical performance
 - physical performance: strength, power, flexibility, endurance, speed, dexterity
 - qualitative data
 - quantitative data
 - behaviour and experience
 - collecting feedback e.g.
 - peers, teachers, coach, team members
 - interviews, questionnaires, appraisal, coaching feedback
 - formative and summative feedback
 - review of progress – self-assessment and evaluation
 - adaptation and corrective action to strategy to meet targets
 - testing alternative methods and strategy.

Assessment criteria

| Pass | Merit | Distinction |
|---|--|---|
| Learning aim A: Explore the relationship between personality, motivation and sport performance | | |
| <p>A.P1 Define personality including personality traits and the types of motivation.</p> <p>A.P2 Describe the impact on performance of psychology and emotions.</p> <p>A.P3 Explore the attributes of mental toughness, using examples of how the model can impact performance.</p> | <p>A.M1 Analyse the relationship between psychology, emotions and sport preparation, performance and leadership.</p> | |
| Learning aim B: Investigate own psychology and emotions and their impact on performance capabilities | | |
| <p>B.P4 Assess personal psychological profile, including coping strategies, personality, motivation levels and mental toughness.</p> <p>B.P5 Review how personal psychology impacts on sport performance and experience.</p> <p>B.P6 Outline an appropriate psychological strategy for improving personal sport preparation, performance and leadership.</p> | <p>B.M2 Evaluate the impact of psychological strategies on personal performance.</p> <p>B.M3 Produce a competent and clear strategy for improving preparation, performance and leadership.</p> | <p>A.D1 Perform an in depth and comprehensive self-assessment of personal psychology and the impact on personal performance, making perceptive and critical observations.</p> <p>B.D2 Clearly inform a thorough and effective psychological strategy for improving personal performance based on in depth assessment of personal psychological performance improvement opportunities.</p> |
| Learning aim C: Implement methods and strategies for improving preparation, performance and leadership through changes in psychology and emotions | | |
| <p>C.P7 Manage the application of a psychological strategy through continual review.</p> | <p>C.M4 Competently and consistently manage and review a psychological strategy, making detailed assessments of progress.</p> | |

Essential information for assignments

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

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

Learning aims: A and B (A.P1, A.P2, A.P3, B.P4, B.P5, B.P6, A.M1, B.M2, B.M3, A.D1, B.D2)

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

Further information for teachers and assessors

Resource requirements

For this unit to be delivered effectively, access will be needed to tests for psychological assessment and normative data for interpretation of test results.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, learners will make detailed observations of their own personality, behaviours and psychology. They will use a range of valid methods to do this, evaluating the impact that their personal psychology has on their performance as an athlete. They will explore opportunities for improvement relevant to their sport and individual circumstances. They will use this information clearly to develop an effective strategy for improving personal preparation, performance and leadership.

For merit standard, learners will investigate and assess the impact of psychology on performance using detailed examples and making relevant points. They will give an overview of the impact of psychology on preparation, performance and leadership, with an insight into relevant strategies. Learners will use the information gathered from their investigation to produce a strategy that draws on different methods and techniques, including clear plans for timings, methods of testing and implementation.

For pass standard, learners will give a broad outline of personality traits and the types of motivation that relate to sports performance. They will make general connections between psychology and emotions, and athletic performance, giving some detailed examples of attributes of mental toughness. Learners will make an appropriate assessment of their psychological profile, including the mechanisms they use for managing their psychological state, giving some basic insight into how these mechanisms impact on their personal performance. They will give information on the methods and techniques suitable for improving their performance, most of these will be relevant but will not always align with the profile.

Learning aim C

For distinction standard, learners will show clear proficiency in taking affirmative action to improve their preparation, performance and leadership through psychological techniques and methods. They will continually monitor and critically analyse their actions, progress and development, and make strategic corrections and adaptation, employing techniques that are relevant and informed by their profile.

For merit standard, learners will implement their psychological strategy consistently, showing continual reflective practice and review of the progress of preparation, performance and leadership. They will test their development and make corrective actions, most of which will be relevant and informed.

For pass standard, learners will follow through with their strategy for improving preparation, performance and leadership. They will continually review and test progress of some aspects of their psychology and personality, making some appropriate corrective actions relevant to their personal profile.

Links to other units

This unit links to:

- Unit E: Research Project in Sport
- Unit B: Health, Wellbeing and Sport
- Unit C1: Developing Coaching Skills
- Unit C2: Fitness Skills Development
- Unit D1: Applied Coaching Skills.

Employer involvement

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

- visiting guest speakers and psychology professionals
- visits to professional institutions
- input from employers on assignment briefs
- assessment of assignment evidence.

4 Planning your programme

How do I choose the right BTEC National qualification for my learners?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme, and that they take the right pathways or optional units that allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC National Certificate or Extended Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC National Diploma or Extended Diploma, in their second year, for example. As a centre, you may want to teach learners who are taking different qualifications together. You may also wish to transfer learners between programmes to meet changes in their progression needs. You should check the qualification structures and unit combinations carefully as there is no exact match among the different sizes. You may find that learners need to complete more than the minimum number of units when transferring.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme.

These qualifications are intended to be taken by learners who are training in, or who are affiliated to, a recognised national governing body sports environment, where the programme of study involves performance in regular organised competitive sport, with the intended purpose of progression to employment as an elite performer or to elite performance.

Learners who do not have the potential to progress to professional sport on completion of their qualification are unlikely to have access to the support staff and resources required to fulfil the requirements of the assessment criteria. Learners who do not have access to the relevant staff and resources should consider a more appropriate qualification, for example a BTEC National in Sports Coaching and Development, a BTEC National in Sport, Fitness and Personal Training or a BTEC Nationals in Sports and Outdoor Activities.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that is needed. Further information is given in *Section 8 Quality Assurance*. Centres will need to complete Annexe B: Sport, Fitness and Personal Training and Extended Diploma Sporting Excellence and Performance qualifications as part of the approvals process.

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

The following staffing and approval requirements, in line with CIMSPA guidelines, must apply for staff delivering, assessing and verifying *Unit C2: Fitness Skill Development*.

Internal staffing and approvals requirements

Staffing requirements

All Teachers/Tutors, Assessors and Internal Verifier/ Quality Assurance Staff must:

- Possess a Fitness Instructing specific qualification. Please see the table and bullet point list below.

| BTEC unit | Staffing Requirements |
|-------------------------------------|--------------------------------------|
| Unit C2: Fitness Skills Development | Level 2 Gym Instructor Qualification |

- Have relevant industry experience
- Have knowledge of and a commitment to the Exercise and Fitness Code of Ethical Practice
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the Active Leisure, Learning and Wellbeing framework of qualifications

The Teacher/Tutor

Teachers/tutors delivering the following units listed will need to hold or be working towards a teaching qualification – examples of acceptable qualifications are shown.

| BTEC unit | Teacher/tutor requirements |
|-------------------------------------|--|
| Unit C2: Fitness Skills Development | <ul style="list-style-type: none"> • Certificate in Education/PGCE • Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) (PTTLS) • Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) (PTTLS) • Level 4 Certificate in Teaching in the Lifelong Learning Sector (QCF) (CTTLS) • Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF) (DTTLS) • Relevant predecessor NQF tutor qualifications |

Assessors

Assessors must hold or be working towards the following:

| BTEC unit | Teacher/tutor requirements |
|-------------------------------------|---|
| Unit C2: Fitness Skills Development | <ul style="list-style-type: none"> • Certificate in Education with assessor related units specifically stated on certificate. • Level 3 Award in Assessing Vocationally Related Achievement (QCF) or • Level 3 Award in Assessing Competence in the Work Environment (QCF) or • Level 3 Certificate in Assessing Vocational Achievement (QCF), or A1 (previously D32, D33) Relevant predecessor NQF assessor qualifications |

The Internal Verifier

The Internal Verifier must hold or be working towards the following:

| BTEC unit | Internal Verifier requirements |
|-------------------------------------|---|
| Unit C2: Fitness Skills Development | <p>Internal quality assurers must hold or be working towards any of the following:</p> <ul style="list-style-type: none"> • Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF) or • Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF) or • V1 (previously D34) • Relevant predecessor NQF internal quality assurance qualifications. <p>It is also recommended that the IV holds an assessor qualification from the ones listed in the assessor section.</p> |

In most cases the tutor will also be the assessor.

The IV cannot have been involved in the process of the delivery or assessment of the learners for the unit that they are internally verifying.

Centres may employ external staff to deliver, assess and IV on this qualification if required.

How to apply for approval to run Pearson BTEC Level 3 Sport, Fitness and Personal Training

Centres will be required to demonstrate evidence of teaching staff expertise as part of the approval process as well as appropriate facilities and resources for delivery and assessment of these qualifications.

If you're already an approved Pearson centre, or are a new centre who would like to offer this qualification, you can find out how to gain approval to offer vocational qualifications at qualifications.pearson.com/en/support/support-topics/centre-administration/qualification-approval

What resources are required to deliver these qualifications?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver BTEC Nationals. For some units, specific resources are required. This is indicated in the units.

How can myBTEC help with planning for these qualifications?

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, such as choosing a valid combination of units, creating assignment briefs and creating assessment plans. For further information, see *Section 10 Resources and support*.

Which modes of delivery can be used for these qualifications?

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

What are the recommendations for employer involvement?

Requirements

As an approved centre, you are required to ensure that during their study, every learner has access to meaningful activity involving employers. Involvement should be with employers from the sports coaching and development sector and should form a significant part of the delivery or assessment of the qualification. Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level in the first term each year as part of the annual quality management review process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will be monitored also at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure additional activities can be scheduled where necessary so learners are not disadvantaged (see *Section 8 Quality assurance*).

We know that the vast majority of programmes already have established links with employers. In order to give you maximum flexibility in creating and strengthening employer involvement, we have not specified a particular level of input from employers.

There are suggestions in many of the units about how employers could become involved in delivery and/or assessment. These suggestions are not exhaustive and there will be other possibilities at local level.

Definition

Activities that are eligible to be counted as meaningful engagement are:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification
- projects or assessments set with input from industry practitioners
- masterclasses or guest lectures from industry practitioners
- 'expert witness' reports from practitioners that contribute to the assessment of a learner's work.

There may be other ways in which learners can benefit from contact with employers or prepare for employment, such as listening to careers talks or working in simulated environments. However, while these benefit learners, they do not count as meaningful engagement.

Support

It is important that you give learners opportunities that are high quality and which are directly relevant to their study. We will support you in this through our guidance materials and by giving you examples of best practice.

What support is available?

We provide a wealth of support materials, including curriculum plans, delivery guides, authorised assignment briefs and examples of marked learner work.

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

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

How will my learners become more employable through these qualifications?

BTEC Nationals are mapped to relevant occupational standards.

Employability skills, such as teamworking and entrepreneurialism, and practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

5 Assessment structure

Introduction

These BTEC Nationals are assessed using internal assessments that are set and marked by teachers and externally verified by Pearson.

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

You should also be aware of the assessment requirements for *Unit E: Research Project in Sport (Pearson-set)*. Please see the *Pearson-set Theme and Topic Release* document and the *Pearson-set Assignment Guidance* document, both available on our website.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. Some units are defined as synoptic units (see *Section 2 Structure*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which they will be expected to apply learning from a range of units. For synoptic units, you must plan the assignments so that learners can demonstrate learning from across their programme.

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

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of the assessment team need to refer to this document.

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

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

Principles of internal assessment

Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

In setting an assignment brief for *Unit E: Research Project in Sport (Pearson-set)*, you should refer to the *Pearson-set Theme and Topic Release* document and the *Pearson-set Assignment Guidance* document, both available on our website.

Assessment decisions through applying unit-based criteria

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

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion, a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 1 Glossary of terms used for internally-assessed units*, we set out a definition of terms that assessors need to understand.

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

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the national framework.

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

The assessment team

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

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10 Resources and support* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Setting effective assignments

Setting the number and structure of assignments

In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For some units we provide authorised assignment briefs. For all the units we give you suggestions on how to create suitable assignments. You can find these materials, along with this specification on our website. In designing your own assignment briefs, you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- For units containing synoptic assessment, the planned assignments must allow learners to select and apply their learning using appropriate self-management of tasks.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

In setting an assignment brief for *Unit E: Research Project in Sport (Pearson-set)*, you should refer to the *Pearson-set Theme and Topic Release* document and the *Pearson-set Assignment Guidance* document, both available on our website.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should have:

- a vocational scenario, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

Forms of evidence

BTEC Nationals have always allowed for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to give learners the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 1*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work.

For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7 Administrative arrangements*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in *Appendix 1 Glossary of terms used for internally-assessed units*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding performance across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example DE.D3). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted using the relevant assessment criteria.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a Pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Internal Assessment*. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Lead IV must have an assessment plan, produced as a spreadsheet or using myBTEC.

When producing a plan, the assessment team may wish to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Internal assessment needs to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *Information Manual*. We may ask to audit your records so they must be retained as specified.

Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment, to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at candidatemaalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members of staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- Pearson Quality Assurance Handbook: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- Information Manual: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- Regulatory policies: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

8 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 3 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with regulatory requirements.

Eligibility for an award

In order to be awarded a qualification, a learner must complete all units and achieve a pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2 Structure*.

To achieve any qualification grade, learners must:

- complete and **have an outcome** (D, M, P, or U) for all units within a valid combination
- achieve the **required units at Pass or above** shown in *Section 2 Structure*, and for the Extended Diploma achieve a minimum 900 GLH at Pass or above
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units, the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

| Qualification | Available grade range |
|---|-----------------------|
| Certificate, Extended Certificate, Foundation Diploma | P to D* |
| Diploma | PP to D*D* |
| Extended Diploma | PPP to D*D*D* |

The *Calculation of qualification grade* table, which appears later in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. The *Information Manual* gives full information.

Points available for units

The table below shows the number of **points** available for units. All units in these qualifications are internally assessed. For each unit, points are allocated depending on the grade awarded.

| | Unit size | | | |
|-------------|-----------|--------|---------|---------|
| | 60 GLH | 90 GLH | 120 GLH | 180 GLH |
| U | 0 | 0 | 0 | 0 |
| Pass | 6 | 9 | 12 | 18 |
| Merit | 10 | 15 | 20 | 30 |
| Distinction | 16 | 24 | 32 | 48 |

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of qualification grade* table for the cohort.

Calculation of qualification grade

Applicable for registration from 1 September 2019.

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

| Extended Certificate | | Diploma | | Extended Diploma | |
|----------------------|------------------|---------|------------------|------------------|------------------|
| 360 GLH | | 720 GLH | | 1080 GLH | |
| Grade | Points threshold | Grade | Points threshold | Grade | Points threshold |
| U | 0 | U | 0 | U | 0 |
| Pass | 36 | PP | 72 | PPP | 108 |
| | | MP | 88 | MPP | 124 |
| | | | | MMP | 140 |
| Merit | 52 | MM | 104 | MMM | 156 |
| | | DM | 124 | DMM | 176 |
| | | | | DDM | 196 |
| Distinction | 74 | DD | 144 | DDD | 216 |
| | | D*D | 162 | D*DD | 234 |
| | | | | D*D*D | 252 |
| Distinction* | 90 | D*D* | 180 | D*D*D* | 270 |

Examples of grade calculations based on table applicable to registrations from September 2019

Example 1: Achievement of an Extended Certificate with a P grade

| | GLH | Type (M/O) | Grade | Unit points |
|---------------|------------|------------|----------|-------------|
| Unit A | 90 | M | Pass | 9 |
| Unit B | 90 | M | Pass | 9 |
| Unit C3 | 180 | M | Pass | 18 |
| Totals | 360 | | P | 36 |

The learner has achieved P or higher in all units.

The learner has sufficient points for a P grade.

Example 2: Achievement of an Extended Certificate with an M grade

| | GLH | Type (M/O) | Grade | Unit points |
|---------------|------------|------------|-------------|-------------|
| Unit A | 90 | M | Pass | 9 |
| Unit B | 90 | M | Pass | 9 |
| Unit C3 | 180 | M | Distinction | 48 |
| Totals | 360 | | M | 66 |

The learner has sufficient points for an M grade.

Example 3: An Unclassified Result for an Extended Certificate

| | GLH | Type Type (M/O) | Grade | Unit points |
|---------------|------------|-----------------|--------------|-------------|
| Unit A | 90 | M | Pass | 9 |
| Unit B | 90 | M | Unclassified | 0 |
| Unit C3 | 180 | M | Pass | 18 |
| Totals | 360 | | U | 27 |

The learner has a U in Unit B.

The learner has not met the minimum requirement for a P or higher in Units A, B and C3.

Examples of grade calculations based on table applicable to registrations from September 2019

Example 1: Achievement of a Diploma with a PP grade

| | GLH | Type (M/O) | Grade | Unit points |
|---------------|------------|------------|-----------|-------------|
| Unit A | 90 | M | Pass | 9 |
| Unit B | 90 | M | Pass | 9 |
| Unit C3 | 180 | M | Pass | 18 |
| Unit D3 | 180 | M | Pass | 18 |
| Unit 4 | 60 | M | Pass | 6 |
| Unit 7 | 60 | O | Pass | 6 |
| Unit 23 | 60 | O | Pass | 6 |
| Totals | 720 | | PP | 72 |

The learner has achieved P or higher in Units A, B, C3, D3, 4 and P or higher in Units 7 and 23.

The learner has sufficient points for a PP grade.

Example 2: Achievement of a Diploma with a DM grade

| | GLH | Type (M/O) | Grade | Unit points |
|---------------|------------|------------|-------------|-------------|
| Unit A | 90 | M | Distinction | 24 |
| Unit B | 90 | M | Distinction | 24 |
| Unit C3 | 180 | M | Pass | 18 |
| Unit D3 | 180 | M | Pass | 18 |
| Unit 4 | 60 | M | Distinction | 16 |
| Unit 7 | 60 | O | Distinction | 16 |
| Unit 23 | 60 | O | Distinction | 16 |
| Totals | 720 | | DM | 132 |

The learner has sufficient points for a DM grade.

Example 3: An Unclassified result for a Diploma

| | GLH | Type (M/O) | Grade | Unit points |
|---------------|------------|------------|--------------|-------------|
| Unit A | 90 | M | Pass | 9 |
| Unit B | 90 | M | Pass | 9 |
| Unit C3 | 180 | M | Pass | 18 |
| Unit D3 | 180 | M | Pass | 18 |
| Unit 4 | 60 | M | Pass | 6 |
| Unit 7 | 60 | O | Pass | 6 |
| Unit 23 | 60 | O | Unclassified | 0 |
| Totals | 720 | | U | 66 |

The learner has met the minimum requirement for P or higher in Units A, B, C3, D3 and 4 but has insufficient points for a PP grade.

Examples of grade calculations based on table applicable to registrations from September 2019

Example 1: Achievement of an Extended Diploma with a PPP grade

| | GLH | Type (M/O) | Grade | Unit points |
|---------------|-------------|------------|------------|-------------|
| Unit A | 90 | M | Pass | 9 |
| Unit B | 90 | M | Pass | 9 |
| Unit C3 | 180 | M | Pass | 18 |
| Unit D3 | 180 | M | Pass | 18 |
| Unit E | 120 | M | Pass | 12 |
| Unit 4 | 60 | M | Pass | 6 |
| Unit 23 | 60 | M | Pass | 6 |
| Unit 1 | 60 | O | Pass | 6 |
| Unit 13 | 60 | O | Pass | 6 |
| Unit 16 | 60 | O | Pass | 6 |
| Unit 17 | 60 | O | Pass | 6 |
| Unit 22 | 60 | O | Pass | 6 |
| Totals | 1080 | | PPP | 108 |

The learner has achieved P or higher in Units A, B, C3, D3, E, 4 and 23 and P or higher in Units 1, 13, 16, 17 and 22.

The learner has sufficient points for a PPP grade.

Example 2: Achievement of an Extended Diploma with a DDM grade

| | GLH | Type (M/O) | Grade | Unit points |
|---------------|-------------|------------|-------------|-------------|
| Unit A | 90 | M | Distinction | 24 |
| Unit B | 90 | M | Distinction | 24 |
| Unit C3 | 180 | M | Pass | 18 |
| Unit D3 | 180 | M | Pass | 18 |
| Unit E | 120 | M | Pass | 12 |
| Unit 4 | 60 | M | Distinction | 16 |
| Unit 23 | 60 | M | Distinction | 16 |
| Unit 1 | 60 | O | Distinction | 16 |
| Unit 13 | 60 | O | Distinction | 16 |
| Unit 16 | 60 | O | Distinction | 16 |
| Unit 17 | 60 | O | Distinction | 16 |
| Unit 22 | 60 | O | Distinction | 16 |
| Totals | 1080 | | DDM | 208 |

The learner has sufficient points for a DDM grade.

Example 3: An Unclassified result for an Extended Diploma

| | GLH | Type (M/O) | Grade | Unit points |
|---------------|-------------|------------|--------------|-------------|
| Unit A | 90 | M | Pass | 9 |
| Unit B | 90 | M | Pass | 9 |
| Unit C3 | 180 | M | Merit | 30 |
| Unit D3 | 180 | M | Merit | 30 |
| Unit E | 120 | M | Pass | 12 |
| Unit 4 | 60 | M | Pass | 6 |
| Unit 23 | 60 | M | Pass | 6 |
| Unit 1 | 60 | O | Pass | 6 |
| Unit 13 | 60 | O | Unclassified | 0 |
| Unit 16 | 60 | O | Unclassified | 0 |
| Unit 17 | 60 | O | Unclassified | 0 |
| Unit 22 | 60 | O | Unclassified | 0 |
| Totals | 1080 | | U | 108 |

The learner has 240 GLH at U.

The learner has sufficient points for a PPP grade but has not met the minimum requirement for 900 GLH at Pass or above.

10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website, you will find a list of resources to support teaching and learning, and professional development.

Support for setting up your course and preparing to teach

Specification

This specification (for teaching from September 2019) includes details on the administration of qualifications and information on all the units for the qualification.

Delivery Guide

This free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Nationals (for example employer involvement and employability skills). It also covers guidance on assessment and quality assurance. The guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

Curriculum models

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTECs in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of authorised assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website. We will add the new BTEC National specifications to myBTEC as soon as possible.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC Nationals, including:

- Sport + 2019, through the Learning Hub
<https://www.pearson.com/uk/web/learning-hub.html>

Details of Pearson's own resources and of all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences and to link with your local employment profile.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or free on myBTEC.

Additional support for the assessment of *Unit E: Research Project in Sport (Pearson-set)* is available in the *Research Project Guidance* and *Research Project Topic and Themes* documents. These documents are available free of charge on our website.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades are linked to the Authorised Assignment Briefs.

Training and support from Pearson

People to talk to

There are many people who are available to support you and to provide advice and guidance on delivery of your BTEC Nationals. These include:

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC National qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

'Getting Ready to Teach'

These events are designed to get teachers ready for delivery of the BTEC Nationals. They include an overview of the qualifications' structures, planning and preparation for internal assessment, and quality assurance.

Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

Appendix 1 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

| Term | Definition |
|-------------|---|
| Analyse | Learners present the outcome of methodical and detailed examination either: <ul style="list-style-type: none"> • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or • of information or data to interpret and study key trends and interrelationships. Analysis could be through activity, practice, written or verbal presentation. |
| Assess | Learners present a careful consideration of varied factors or events that apply to a specific situation, or identify those which are the most important or relevant and arrive at a conclusion. |
| Carry out | Learners demonstrate skills through practical activities, carrying out or executing what has to be done in line with certain requirements. Learners do this in order to complete an identified activity or to demonstrate personal achievement for an audience. |
| Compare | Learners identify the main factors relating to two or more items/situations or aspects of a subject and explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics. |
| Complete | Learners make or do all the necessary parts in order to finish a task. |
| Create | Learners bring something into existence, e.g. itineraries, plans or proposals. |
| Demonstrate | Learners' work, performance or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation. |
| Design | Learners apply skills and knowledge to the process of deciding on the form, function and characteristics of a product, service or process. |
| Develop | Learners acquire and apply skills and understanding through practical activities that involve the use of concepts, processes or techniques to expand or progress something. |

| Term | Definition |
|--------------------------------|--|
| Evaluate | <p>Learners' work draws on varied information, themes or concepts to consider aspects such as:</p> <ul style="list-style-type: none"> • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. <p>Learners' enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.</p> <p>Evidence will often be written but could be through presentation or activity.</p> |
| Examine | Learners select and apply knowledge to less familiar contexts. |
| Explain | Learners provide detail and reasons and/or evidence to support an opinion, view or argument. |
| Explore | Learners apply their skills and/or knowledge in contexts involving practical research or investigation. |
| Identify | Learners indicate the main features or purpose of something by recognising it, locating it and/or being able to discern and understand facts or qualities, e.g. a geographical feature or destination on a map. |
| Interpret | Learners state the meaning, purpose or qualities of something through the use of images, words or other expressions. |
| Investigate | Learners' application of knowledge is based on personal research and development. |
| Justify | <p>Learners give reasons or evidence to:</p> <ul style="list-style-type: none"> • support an opinion; or • prove something right or reasonable. |
| Outline | Learners' work, performance or practice provides a summary, overview or brief description of something. |
| Participate | Learners take part in a practical activity in order to demonstrate knowledge and/or skills in relation to a specific task or context. |
| Plan | Learners create a way of carrying out a task or series of tasks to achieve specific requirements or objectives, showing progress from start to finish or progress within specified points in the task(s). |
| Plot | Using maps and/or plans, diagrams and charts with multiple points, learners apply knowledge and/or skills to accurately identify and/or show the relationship between specific points or items. |
| Prepare | Learners gather materials, information, techniques and/or procedures in readiness to undertake a process and/or make something ready for use. |
| Produce | Learners' knowledge, understanding and/or skills are applied to develop a particular type of evidence, for example a proposal, plan, product, service or report. |
| Recommend/make recommendations | Learners suggest particular action(s) that should be done. |

| Term | Definition |
|--------------|--|
| Reflect (on) | Learners consider their own performance and/or skills and development in relation to a specific scenario or scenarios and/or wider context(s). This may include feedback from others. There is often a requirement for learners to identify strengths and areas for improvement, along with a personal development or action plan. |
| Research | Learners proactively seek information from primary and secondary sources. |
| Review | Learners make a formal assessment. They appraise existing information, or prior events, or reconsider information with the intention of making changes if necessary. This may or may not be in the context of own learning and skills development. |
| Understand | Learners demonstrate knowledge related to defined situations. |

This is a key summary of the types of evidence used for BTEC Nationals.

| Type of evidence | Definition and purpose |
|---|--|
| Article | Information on a specified topic or related topics, usually based on information gathered during relevant research and presented in a format that considers the requirements of a specified audience, using appropriate tone, language and structure. Examples could include creating content for a newspaper, magazine, journal or website. |
| Bibliography using Harvard Referencing System | A detailed list of books and other sources, used by learners as part of their research and which has been incorporated into their work. Sources could include: published resources, textbooks, the internet, journal articles and trade magazines. Learners should refer to the most current resources available. In-text citations should be included, together with a comprehensive bibliography at the end of the document. Learners should use the Harvard Referencing System. Harvard in-text referencing requires learners to indicate both the author's surname and date in brackets, either immediately after the reference or directly at the end of the sentence. |
| Case study | A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained. |
| Costing/financial costing | Information that is presented in an appropriate financial format, detailing the estimated cost of doing or producing something, e.g. a travel itinerary or an event. |
| Development log | A record kept by learners to show the process of development. Used to show method, self-management and skill(s) development. |

| Type of evidence | Definition and purpose |
|--|--|
| Email | A communication that gives information and is written using appropriate technology for a defined purpose in a task or activity. |
| Guide | Information presented in written or other forms, e.g. diagrams, charts, slideshows, video clips. Offers information and/or advice to a particular audience on a specified subject or issue, e.g. destination guide. |
| Independent research | An analysis of substantive research organised by learners from secondary and, if applicable, primary sources. |
| Individual project | A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity. |
| Itinerary | A structured travel document giving a range of details and information with dates, times and places. |
| Letter | Written communication for a defined purpose in a task or activity. Usually the letter is required to meet stipulated criteria in terms of structure and/or format and level of formality. |
| Logbook/journal | Completion of a log or journal, usually in the context of work experience in order to record skills, knowledge and understanding acquired for employability. Also used to record reflective accounts and plan for personal and professional development. Learners must keep all other relevant evidence, including witness statements and observation records with their logs. |
| Observation record/statement/sheet | Used to provide a formal record of a judgement of learners' performance (e.g. during presentations, practical activities) against the targeted assessment criteria. It must be completed by the assessor of the unit or qualification. An observation record alone does not confer an assessment decision. |
| Personal development plan/personal skills development plan | A plan produced by learners to record, evaluate and act on areas of strength and weakness. Specific actions to improve knowledge and/or skills will be included in the plan, along with goals and ways of measuring progress. |
| Personal/professional development portfolio | A record kept by learners to show their process of personal and/or professional development. Used to show method, self-management and skill(s) development to meet required outcomes for assessment purposes. |
| Plan | Learners produce a plan as an outcome related to a specific or limited task/series of tasks that require(s) learners to achieve specified requirements or objectives. |

| Type of evidence | Definition and purpose |
|---------------------------------------|---|
| Portfolio | A collection of documents or other forms of information that demonstrate knowledge-based skills and work that has been undertaken to be assessed as evidence to meet required skills outcomes. |
| Poster/leaflet | Documents providing well-presented information for a specified purpose. |
| Presentation | Learners provide information and/or an item(s). The presentation may be given through oral or practical demonstration to a specified audience and goal, often using visual slides or other visual aids to show information. |
| Professional supporting documentation | Documents such as letters, emails, spreadsheets or memos that are produced by learners to support another item of evidence, e.g. a proposal, costing, itinerary or plan. The supporting documents usually provide contextual or additional information such as an introduction, rationale or timeframe for the other item of evidence. |
| Proposal | <p>A plan that defines and outlines something to be designed and/or developed and/or implemented. The proposal usually also outlines the methods/processes/procedures and resources required in order to achieve a desired objective/outcome.</p> <p>A research proposal outlines details of an issue to be investigated and how the research will be conducted. It also includes a plan that needs to be designed to set targets, monitor progress and help ensure that the aims of the research project are achieved.</p> |
| Reference list | A detailed list of books and other sources referred to during learners' research. |
| Report | Learners adhere to protocols, codes and conventions in setting out findings or judgements in an objective way. A formal report will adhere to a given structure making use of headings and sub-headings, e.g. a heading, introduction, findings, conclusion and recommendations. |
| Research portfolio | A collection of documents or other forms of information that demonstrate knowledge-based skills and enquiry work that has been undertaken to be assessed as evidence to meet required skills outcomes. The research portfolio contains evidence of primary and/or secondary research. |
| Resource portfolio | A collection of relevant documents or other forms of information on a specified issue or number of specified issues. The production of the resource portfolio could be a stand-alone task or inform another task that is to be carried out, e.g. a presentation, plan or proposal. |
| Role play/simulated activity | A multi-faceted activity simulating realistic work situations. |

| Type of evidence | Definition and purpose |
|----------------------|---|
| Teacher observation | Used to provide a formal record of a judgement of learners' performance (e.g. during presentations, practical activities and role play) against the targeted assessment criteria. It must be completed by the assessor of the unit or qualification. An observation record alone does not confer an assessment decision. |
| Witness statement(s) | Used to provide a written record of learners' performance against targeted assessment criteria, often (but not exclusively) in the context of work experience. Any competent person who has witnessed the skills being demonstrated can complete a witness statement, including staff who do not have direct knowledge of the qualification, unit or evidence requirements, but who are able to make a professional judgement about learners' performance in a given situation. |

Pearson BTEC Level 3 Nationals in Sporting Excellence and Performance

Extended Certificate in Sporting Excellence and Performance
Diploma in Sporting Excellence and Performance
Extended Diploma in Sporting Excellence and Performance

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