

# Pearson BTEC Level 1 Introductory in **Sport**

## Specification

*First teaching from September 2019*

Pearson BTEC Level 1 Introductory Award in Sport  
Pearson BTEC Level 1 Introductory Certificate in Sport  
Pearson BTEC Level 1 Introductory Diploma in Sport



**Pearson  
BTEC Level 1  
Introductory Award  
in Sport**

**Pearson  
BTEC Level 1  
Introductory Certificate  
in Sport**

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BTEC Level 1  
Introductory Diploma  
in Sport**

**Specification**

First teaching September 2019

Issue 3

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

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

*References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

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# Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

## Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In this new BTEC Introductory Suite, the focus is on the development of both transferable and sector skills. The development of these skills is key in helping progression to further study – whether that be to other BTECs, to apprenticeships or to training. As we expect many learners to be studying functional skills or GCSEs alongside their BTEC we also offer support skills in English and maths.

When creating the BTEC Introductory Suite, we worked with colleges to ensure that learners' needs were met. The colleges told us that it is essential that Level 1 learners develop key progression skills in areas such as problem solving, communication and research.

We have addressed this through:

- offering a BTEC Introductory Award, a BTEC Introductory Certificate and a BTEC Introductory Diploma, each has a clear and distinct purpose, so there is something to suit every learner's choice of study programme and progression plan
- new skills-focused content closely aligned with what centres need in supporting their learners to become part of a skilled workforce
- graded assessments in every unit to help learners progress to the next stage of their personal journey, whether to further education or to the world of work.

## A word to learners

Today's BTEC Introductory qualifications will demand a lot of practical work from you. You will complete a range of units, be organised, take assessments that will demonstrate your skills and keep a portfolio of your assignments. You can feel proud in achieving a BTEC because, whatever your plans, success in your BTEC Introductory Award, Certificate or Diploma will help you progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.

## Summary of BTEC Level 1 Introductory Award, Certificate and Diploma in Sport Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording under <i>Section 8 Final grading and awarding</i> subsection <i>Calculation of the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 123
The wording in <i>Section 9 Administrative arrangements</i> subsections <i>Learner malpractice</i> and <i>Teacher/centre malpractice</i> have been updated to clarify suspension of certification in certain circumstances.	Page 128

## Summary of BTEC Level 1 Introductory Award, Certificate and Diploma in Sport Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
The BTEC Level 1 Introductory Award in Sport has been added to the Welcome message	Welcome page
The BTEC Level 1 Introductory Award in Sport has been added to the specification title	Title page
References to the BTEC Level 1 Introductory Award in Sport have been added to the <i>Overview of the BTEC Introductory qualifications</i> pages	Pages 1 and 2
The BTEC Level 1 Introductory Award in Sport has been added to <i>Section 1 Qualification Purpose and Objectives</i>	Pages 6 and 7
In <i>Section 1 Qualification purpose and objective, Who are the qualifications for?</i> has been changed to include all learners.	Page 6
The structure for the BTEC Level 1 Introductory Award in Sport has been added to <i>Section 2 Structure</i>	Page 8
The BTEC Level 1 Introductory Award in Sport has been added to <i>Section 4 Planning your programme</i>	Page 111
Detail on understanding the qualification grades for the BTEC Level 1 Introductory Award in Sport has been added to <i>Section 8 Understanding the Qualification Grade</i>	Pages 128-130
References to internal units have been removed from <i>Points available for units</i>	Page 129

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

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# Overview of the BTEC Introductory qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Level 1 Introductory Award, Certificate or Diploma in Sport. It includes all the units for these qualifications. This specification also signposts additional handbooks and policies.

These qualifications are part of the new suite of BTEC Introductory qualifications offered by Pearson. This suite has been designed for pre-16 to 19+ learners who wish to achieve at Level 1 qualification in preparation for future study. The qualifications are not designed to lead directly to employment but will maximise opportunities for learners to progress by focusing on the development of transferable and sector-related skills. The qualifications have been designed explicitly to meet the needs of this group of learners in terms of content, assessment and progression. For learners who do not want to specialise in one particular sector, we offer a Vocational Studies qualification in the Award, Certificate and Diploma sizes. The Vocational Studies qualification gives learners the opportunity to study units from across the sectors.

The qualifications have been created in line with the ethos and recommendations of study programmes for pre-16 to 19+ year olds and recommendations from centres. The qualifications are designed to meet Ofqual requirements.

All qualifications across the suite share common core units as these units contain the generic attributes learners need to be able to progress to further study. The qualification titles are given below with the size of the qualification in guided learning hours (GLH).

These new graded qualifications provide a broad introduction to a sector and give learners the opportunity to demonstrate increased skill levels. Learners will develop the necessary transferable and sector skills to progress more quickly. The qualifications prepare learners for progression to Level 2 BTECs or other study programmes. They provide for progression by either meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them; typically alongside maths and English studies.

In the sport sector the qualifications are:

Pearson BTEC Level 1 Introductory Award in Sport (70 GLH)  
(Qualification Number 603/5020/9)

Pearson BTEC Level 1 Introductory Certificate in Sport (180 GLH)  
(Qualification Number 601/8568/5)

Pearson BTEC Level 1 Introductory Diploma in Sport (360 GLH)  
(Qualification Number 601/8570/3)

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

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 1 Introductory Award in Sport</b>	70 GLH Two units must be achieved, of which one must be taken from Core Skills (Group A), Developing a Personal Progression Plan and one unit from the sector options (Group B).	Designed for learners wishing to gain an introduction to a chosen vocation area. The Award offers the opportunity for learners to study a sector unit and plan for their next steps by completing the mandatory unit: <i>Developing a Personal Progression Plan</i> .
<b>Pearson BTEC Level 1 Introductory Certificate in Sport</b>	180 GLH Five units must be achieved, of which two must be taken from the Core Skills (Group A), and three from Sector Skills (Group B).	Designed for learners who may be ready to progress quickly to further study, the Certificate offers a basic introduction to the sport sector. It could form part of a study programme that includes other appropriate subjects such as English and maths.
<b>Pearson BTEC Level 1 Introductory Diploma in Sport</b>	360 GLH Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B).	Designed to be taken over one year, giving learners the opportunity to develop a range of skills in the sport sector and supporting progression on to further study. It could be a substantial vocational qualification within a study programme that includes other appropriate subjects such as English and maths.

### Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours of study that it is expected learners will be required to undertake in order to complete the qualification: this is the Total Qualification Time (TQT). This is calculated for the average learner. Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification to provide.

Guided learning means activities, such as lessons, tutorials, supervised study and supervised assessments, that directly involve tutors and assessors in teaching, supervising and invigilating learners. TQT includes other required learning such as private study, preparation for assessment and undertaking assessment when not directly under supervision.

The Pearson BTEC Level 1 Introductory Award in Sport is a qualification having:

- Total Qualification Time: 75 hours
- Guided Learning: 70 hours.

The Pearson BTEC Level 1 Introductory Certificate in Sport is a qualification having:

- Total Qualification Time: 190 hours
- Guided Learning: 180 hours.

The Pearson BTEC Level 1 Introductory Diploma in Sport is a qualification having:

- Total Qualification Time: 390 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but may use their professional judgement to determine the provision of guided learning and study time across the units.

## Qualification and unit content

Pearson has developed the content of the new BTEC Introductory qualifications through consultation with further education representatives and other centres that deliver qualifications at this level. This has helped us to design qualifications with a focus on skills development rather than knowledge, therefore avoiding duplication of learning at a higher level and focusing on the broader skills that learners need for progression.

The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

As a Level 1 qualification the pass standard requires learners to complete routine, simple and directed tasks by applying their knowledge and skills. It is expected that learners complete tasks fully under supervision, direction or with guidance. At merit and distinction levels, learners may be expected to complete tasks in greater detail or with greater confidence or independence.

### Transferable Skills coverage

The development of transferable and sector skills is the main focus. We intend for every learner to have the opportunity to develop key transferable skills through both core and sector units. This will help learners to appreciate how the transferable skills they develop in their core units can be contextualised in the sector they are studying. On completion of their course, learners will have developed a set of transferable and sector skills that will benefit them whatever their chosen progression route. The transferable skills covered in the units are summarised in the grid below.

<b>Communication</b> <ul style="list-style-type: none"><li>• Writing, speaking and listening to others</li><li>• Using body language to help communication</li><li>• Using communication for different purposes</li><li>• Communicating in a variety of ways, including electronic and social media</li></ul>
<b>Working with others</b> <ul style="list-style-type: none"><li>• Setting common goals</li><li>• Showing respect for others in the team and valuing their contributions</li><li>• Listening to others in the team, being open minded</li><li>• Taking on roles and responsibilities</li></ul>
<b>Problem solving</b> <ul style="list-style-type: none"><li>• Identifying issues by being able to examine information</li><li>• Dealing with change</li><li>• Decision making to find solutions</li><li>• Staying with a problem until it is resolved</li><li>• Using IT to help solve problems</li></ul>
<b>Managing information</b> <ul style="list-style-type: none"><li>• Collecting and using information from different sources</li><li>• Determining relevance and accuracy of information</li><li>• Organising information</li><li>• Representing information in different ways</li><li>• Using IT to present and store information</li></ul>
<b>Self-management and development</b> <ul style="list-style-type: none"><li>• Setting goals and planning ahead</li><li>• Being proactive and flexible</li><li>• Being resilient and able to work under pressure</li><li>• Monitoring performance and devising strategies for improvement</li><li>• Using IT for time management</li></ul>

## **Sector skills coverage**

The sector units introduce learners to some broad sector skills and to some underpinning knowledge of a vocational sector. This will help learners to prepare for progression and ensures that the approach to delivery is practical, active, contextualised and skills based.

## **Functional skills**

The units in this specification signpost opportunities for learners to develop functional skills in English and mathematics.

## **Assessment**

Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. There is a range of assessment styles suited to skills- and sector-based qualifications at this level. All units are graded to encourage skills development and performance.

These qualifications consist of two types of unit. Group A units are the core skills units, they cover content designed to reflect the skills and behaviours needed to progress to further study. Group B units are made up of sector units containing sector-specific content to enable learners to develop sector-specific skills and some knowledge to support progression to the next stage of vocational learning.

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use the learner's evidence from the unit to achieve another unit.

## Internally-assessed units

All units in these qualifications are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment for each unit – you can use the examples and support that we give in the units. If you are not an approved centre already, before you assess you will need to become one in order to register learners. You will need to prepare to assess using the guidance in *Section 7*.

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:

- carry out practical tasks
- present information that they have gathered
- keep working logbooks, records and reflective journals
- practise English and mathematical skills
- take part in oral or written presentations
- take part in role play, interviews and other activities.

You will make grading decisions based on the requirements and supporting essential guidance given in the units. See *Section 5* for rules on resubmission and retakes.

## Language of assessment

Assessment of the internal units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6*.

## Grading for units and qualifications

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. Grading has been introduced at this level as a result of feedback from users and practitioners of BTEC qualifications.

All units contribute proportionately, based on the Guided Learning (GLH) to the overall qualification grade.

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

# 1 Qualification purpose and objective

## Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Sport

In this section you will find information on the purpose of the qualifications and how their design meets that purpose. On our website we publish a Statement of Purpose for each qualification. These Statements are designed to guide you and potential learners to make the most appropriate choice about which qualification is most suitable at recruitment.

### What is the purpose of these qualifications?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Sport are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.

The Award offers a taster of the sports sector and could be studied alongside other subjects.

The Certificate offers an introduction to the sport sector and could be studied alongside other subjects within a study programme.

The Diploma gives learners the opportunity to develop a broader range of skills in the sport sector.

### Who are these qualifications for?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Sport are primarily for all learners who want to continue their education and develop their skills for progression to further learning and, ultimately, to employment.

The Award is designed for learners who may want to study a sector unit and plan their next steps by completing the Developing a Personal Progression Plan unit.

The Certificate is designed for learners who may be ready to progress quickly to further study.

The Diploma is designed to be taken over one year, as a substantial vocational qualification within a study programme.

### What do these qualifications cover?

The content of these qualifications has been developed in consultation with further education colleges and other providers to ensure that the qualifications support progression to further learning and training. All learners taking these qualifications will study core units that focus on key transferable skills such as research and planning, time management and working with others. Learners will also take a number of sector units. The content of the sector units offer a broad introduction to the skills and knowledge within that sector allowing the delivery to be practical and active in order to engage the learners. For sport, the units cover activities such as organising a sports event and delivering a training session.

### What could these qualifications lead to?

These qualifications prepare learners for further learning at a higher level in sport. The development of transferable skills means that learners can also choose a study programme from alternative sectors. For example, these qualifications in sport could lead to Pearson BTEC Level 2 qualifications in this sector, or to the Pearson BTEC Level 2 Apprenticeship in Activity Leadership, or to Level 2 qualifications in other sectors.

## **How do these qualifications enable learners to progress?**

The mode of delivery and assessment in the units is designed to build awareness of a sector and the skills required to work in it. Learners will be given contexts and scenarios to help them develop skills and to acquire knowledge through application. Learners will not develop all the knowledge and skills needed to enter the labour market in a given sector but will develop pre-employability skills and contextualised knowledge to allow them to progress to further learning and training and, ultimately, to become successful in their chosen sector.

The Award, Certificate and Diploma all contain a mandatory unit: *Developing a Personal Progression Plan*, that enables learners to consider their next steps in learning.

## **How do the Award, Certificate and Diploma sizes differ in purpose?**

The Award is suitable for learners studying part time or for those who want an introduction to a vocational qualification alongside other qualifications and activities as part of their study programme.

The Certificate is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Diploma is twice the size of the Certificate and will form a substantial element of a learner's study programme. By providing a broader sector experience the Diploma will suit learners who have a clear indication of the sector they wish to study further. The Diploma encourages learners to take on some individual research, enabling them to be further prepared for high-level learning.

## 2 Structure

### Pearson BTEC Level 1 Introductory Award in Sport

Two units must be achieved, one of which must be Developing a Personal Progression Plan (Group A) and one unit from the sector options (Group B)

Pearson BTEC Level 1 Introductory Award in Sport			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete this unit</b>		
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete one unit from this group</b>		
<b>SP5</b>	How Exercise Affects the Body	<b>40</b>	<b>Sector</b>
<b>SP6</b>	Training for Fitness	<b>40</b>	<b>Sector</b>
<b>SP7</b>	Playing Sport	<b>40</b>	<b>Sector</b>
<b>SP8</b>	Coaching Skills in Sport	<b>40</b>	<b>Sector</b>
<b>SP9</b>	Assisting in a Sports Activity	<b>40</b>	<b>Sector</b>
<b>SP10</b>	Contributing to Running a Sports Event	<b>40</b>	<b>Sector</b>
<b>SP11</b>	Getting People Active	<b>40</b>	<b>Sector</b>
<b>SP12</b>	Keeping Active and Healthy	<b>40</b>	<b>Sector</b>

### Pearson BTEC Level 1 Introductory Certificate in Sport

Learners must complete both core units and three sector units.

Pearson BTEC Level 1 Introductory Certificate in Sport			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete both units</b>		
<b>A1</b>	Being Organised	<b>30</b>	<b>Core</b>
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete three units</b>		
<b>SP5</b>	How Exercise Affects the Body	<b>40</b>	<b>Sector</b>
<b>SP6</b>	Training for Fitness	<b>40</b>	<b>Sector</b>
<b>SP7</b>	Playing Sport	<b>40</b>	<b>Sector</b>
<b>SP8</b>	Coaching Skills in Sport	<b>40</b>	<b>Sector</b>
<b>SP9</b>	Assisting in a Sports Activity	<b>40</b>	<b>Sector</b>
<b>SP10</b>	Contributing to Running a Sports Event	<b>40</b>	<b>Sector</b>
<b>SP11</b>	Getting People Active	<b>40</b>	<b>Sector</b>
<b>SP12</b>	Keeping Active and Healthy	<b>40</b>	<b>Sector</b>



## Pearson BTEC Level 1 Introductory Diploma in Sport

Learners must complete all core units and six sector units.

Pearson BTEC Level 1 Introductory Diploma in Sport			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete all units</b>		
<b>A1</b>	Being Organised	<b>30</b>	<b>Core</b>
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>A3</b>	Working with Others	<b>30</b>	<b>Core</b>
<b>A4</b>	Researching a Topic	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete six units</b>		
<b>SP5</b>	How Exercise Affects the Body	<b>40</b>	<b>Sector</b>
<b>SP6</b>	Training for Fitness	<b>40</b>	<b>Sector</b>
<b>SP7</b>	Playing Sport	<b>40</b>	<b>Sector</b>
<b>SP8</b>	Coaching Skills in Sport	<b>40</b>	<b>Sector</b>
<b>SP9</b>	Assisting in a Sports Activity	<b>40</b>	<b>Sector</b>
<b>SP10</b>	Contributing to Running a Sports Event	<b>40</b>	<b>Sector</b>
<b>SP11</b>	Getting People Active	<b>40</b>	<b>Sector</b>
<b>SP12</b>	Keeping Active and Healthy	<b>40</b>	<b>Sector</b>

## 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.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Section	Explanation
<b>Unit number</b>	The numbering of the core units is sequential from A1–A4. The numbering of the sector units is preceded by an abbreviation of the sector plus the number of the unit, e.g. SP1, SP2.
<b>Unit title</b>	This is the formal title used and it appears on certificates.
<b>Level</b>	All units are at Level 1 as outlined in the Ofqual level descriptors.
<b>Unit type</b>	This shows whether a unit is a core or sector unit. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a value of 30 or 40 Guided Learning Hours GLH. This indicates the number of hours of teaching, directed activity and assessment expected.
<b>Unit in brief</b>	A brief formal statement of the content and the skills learners will develop through the unit. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to further education.
<b>Unit summary</b>	This section helps tutors to see at a glance the main content and skills in the unit presented against the learning aims. The suggested assessment evidence is suitable to fulfil the requirements of the unit.
<b>Functional skills</b>	This table summarises opportunities for functional skills development in the unit.
<b>Unit content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when an 'e.g.' is given. Learners should be asked to complete summative assessment only after the teaching content for the unit has been covered.
<b>Learning aims</b>	Learning aims help to define the scope and style of learning of the unit. They define the context within which the learner develops their skills and how they will demonstrate those skills.
<b>Assessment criteria</b>	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades. A glossary of the terms used in the assessment criteria is given in <i>Appendix 1</i> . All assessors need to understand our expectations of the terms used.

Section	Explanation
<b>Essential information for assessment decisions</b>	This section gives holistic guidance on the learning aims and associated assessment criteria. It explains what the learner must provide as evidence to reach the Pass, Merit and Distinction standard. This section also gives examples and clarification.
<b>Essential resources</b>	This section lists specific resources that are essential for teaching and assessing the unit. For information on support resources see <i>Section 10</i> .
<b>Delivery guidance</b>	This section gives suggestions of ways of delivering the unit. It offers ideas of practical activities in sector contexts that can be used to help develop relevant skills and to encourage learner progress.
<b>Suggested assessment activity</b>	This section suggests scenarios and tasks that can be used in summative assessment activities.



## Index of units

This section contains all the units developed for these qualifications. Please refer to *page 8* to check which units are available for the sport qualifications.

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# Unit A1: Being Organised

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop key techniques to help organise their work and priorities and manage their time effectively.

## Unit introduction

How often do you run out of time to do tasks? Do you ever miss the bus or turn up late for college? Being organised and being able to manage your time is essential for success in your education.

From creating to-do lists and filing systems to setting up your phone for alerts and alarms, this unit will introduce you to ways that will help you to plan and use your time effectively, as well as organising yourself and your work. After learning and practising these techniques, you will have the opportunity to put them into practice over a period of time, reviewing how successful they were and whether they improved your organisational skills.

The skills you learn in this unit are key for progression to the next stage in your education. They are also crucial for work and life.

## Learning aims

In this unit you will:

- A** Explore techniques to improve own organisational skills
- B** Review the use of techniques to improve own organisational skills.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Explore techniques to improve own organisational skills	<ul style="list-style-type: none"> <li>Techniques to improve organisation</li> </ul>	<ul style="list-style-type: none"> <li>A planner for a two-week period.</li> <li>Supporting documentation that demonstrates the techniques used.</li> </ul>
<b>B</b> Review the use of techniques to improve own organisational skills		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>This unit can be delivered in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>Organisational skills</li> <li>Time management</li> <li>Use of ICT management tools</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Managing information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Write clearly and coherently, including an appropriate level of detail.</li> <li>Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Solve problems requiring calculations with common measures, including time and money.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Techniques to improve organisation

Learners will practise skills and techniques to improve their organisation over a period of time before final assessment.

- Time-management techniques:
  - produce daily or weekly to-do lists or action plans to meet deadlines
  - prioritise tasks
  - create a checklist of tasks that need to be completed, reviewing it regularly
  - consider how long each task might take
  - use free calendar software to keep timings of lessons and work
  - allow a little extra time in case longer is spent on one task than expected
  - foresee problems and plan ways to overcome them
  - review priorities.
- Organisational techniques:
  - ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets
  - use organisational stationery such as folders, dividers, highlighters
  - set up and manage a filing system of work and emails to allow for quick and easy access
  - use alerts on phones and other digital devices
  - use project plans and spreadsheets for organisation and budgeting
- Planners to organise time:
  - different types of planner such as wall planners, calendars, electronic and/or online planners
  - using them daily, weekly or monthly
  - keeping them updated and reviewing the priorities.
- Review own time-management and organisational skills through identifying:
  - strengths and weaknesses of techniques used
  - why some techniques worked better than others
  - ways to improve own time management and organisation.

#### Transferable skills

- Planning: using time-management techniques.
- Managing information: prioritising information received and using ICT to organise and manage time.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore techniques to improve own organisational skills</b>		
<b>A.P1</b> Use limited techniques to improve own organisational skills.	<b>A.M1</b> Use appropriate techniques to improve own organisational skills.	<b>A.D1</b> Use appropriate and effective techniques to improve own organisational skills.
<b>Learning aim B: Review the use of techniques to improve own organisational skills</b>		
<b>B.P2</b> Identify the techniques used to improve own organisational skills, giving outline examples.	<b>B.M2</b> Review the techniques used, giving some examples of how they improved own organisational skills.	<b>B.D2</b> Review the techniques used, giving detailed examples of how they improved own organisational skills.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework
- will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.

**For merit standard**, learners:

- demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time
- will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.

**For pass standard**, learners:

- demonstrate that they have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and perhaps some folder management
- will list the techniques they used and will provide some outline examples of how they may use them again.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Prioritising tasks

Learners begin this workshop in small groups to complete a task. Tutors can give different scenarios for each group to work with. Ideally, the tasks should be familiar topics to learners such as planning a shopping trip at the weekend. Learners will need to consider where they are going, how they will get there, what it will cost and how much time they have. Using the information, learners can then make a list of the tasks in order of priority and timing.

**Suggested time:** about 2 hours.

### Planning your time

Tutors explain the importance of planning time to meet deadlines. Learners fill in a blank timetable page, identifying when their lessons are and when they have deadlines for work to be completed.

**Suggested time:** about 1 hour.

### Use of own devices to help organisation

Tutors ask learners to investigate what they have on their phones or other devices that could help to organise their time. This could include phone alerts, free software or a calendar.

**Suggested time:** about 1 hour.

### Filing and folders

Tutors talk through the importance of naming and labelling folders (electronic and hard copies) for ease of reference and access. This could be through colour coding, using stickers or labels.

Learners work through their folders, using some of the filing and labelling techniques they have learned.

**Suggested time:** about 2 hours.

### Using a planner to organise own time

Tutors talk through the various types of planner that could be used to organise own time such as wall planners, calendars, electronic and/or online planners. They also talk through how they can be used daily, weekly or monthly to prioritise key tasks and plan ahead.

In pairs, learners fill in a weekly planner for their partner, talking through what the key priorities are for the week for each of them and identifying ways to manage their time.

Each person presents the planner for their partner.

**Suggested time:** about 2 hours.

### Meeting deadlines in your sector

Learners plan their time around the date for completing a particular activity or task on their course.

They make a list of key tasks and show how long each one could take. They then start at the hand-in date and work back to the beginning of the project.

Learners then use the plan and monitor its effectiveness as they progress through it. Learners should also build in contingencies and consider what obstacles there may be to prevent them achieving the end goal on time.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to produce a planner for a set period of time during your course. The time period should be between two and four weeks. Your planner should identify days and times in the week that are blocked out for lessons, work, and sport and leisure activities. You should then demonstrate how you are going to organise yourself and the available time to complete all the tasks you need to in a given timeframe to ensure that you meet all the deadlines.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

Complete a study plan for a particular assignment or activity in your sector units.



# Unit A2: Developing a Personal Progression Plan

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.

## Unit introduction

What would you like to do when you finish this course? Perhaps you would like to spend more time learning about the subject you are studying at the moment? Or you may want to do something completely different. Before you decide what your next step is, you need to know what you are good at, what your interests are and what your end goal is.

This unit will help you find out what opportunities are available to you and how to get to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals and plan ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.

The skills you develop in this unit will be good preparation when applying for another course or training programme.

## Learning aims

In this unit you will:

- A** Explore the skills and behaviours needed to meet personal progression goal
- B** Produce a progression plan to meet intended progression goal.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Explore the skills and behaviours needed to meet personal progression goal</p>	<ul style="list-style-type: none"> <li>• Benefits and purpose of developing a progression plan</li> <li>• Finding out about progression opportunities</li> <li>• Setting a progression goal</li> <li>• Identifying the skills and behaviours needed to meet progression goal</li> <li>• Reviewing own skills and behaviours against progression goal</li> <li>• Creating a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of skills and behaviours.</li> <li>• Personal progression plan.</li> </ul>
<p><b>B</b> Produce a progression plan to meet intended progression goal</p>		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Learners can reflect on the sector skills they have developed when considering their progression goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of information about progression opportunities and requirements</li> <li>• Producing a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Written communication</li> <li>• Managing information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>• Prepare for and contribute to the formal discussion of ideas and opinions.</li> </ul>



## Unit content

### Knowledge and skills

#### Benefits and purpose of developing a progression plan

- Gives direction and focus to short-term and long-term goals.
- Sets out the key steps to achieve progression goal.
- Allows for discussion with others, e.g. tutors, parents, peers.
- Gives time for reflection on what is achievable and realistic.

#### Finding out about progression opportunities

- Progression opportunities such as to further learning, work or apprenticeships.
- Local sources of information about potential progression routes such as colleges, careers fairs.
- Sources of advice and guidance for progression.
- Tutor advice.
- Careers advice.
- Entry requirements such as baseline entry qualifications, an entry interview, portfolio.

#### Setting a progression goal

- Matching own skills and behaviours with progression goals.
- Deciding on the next step, e.g. using SMART (specific, measurable, achievable, realistic, time-bound) targets.
- Using research findings to identify the requirements to meet goals.
- Setting a progression goal to work towards.

#### Identifying the skills and behaviours needed to meet progression goal

- Skills needed to meet progression goal:
  - transferable skills, e.g. communication, working with others, problem solving
  - employability skills, e.g. IT skills, being able to drive.
- Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy.
- Qualifications needed for progression, e.g. level of English and maths.

#### Reviewing own skills and behaviours against progression goal

- Carrying out a self-audit of skills and behaviours using past experience of education and learning.
- Gathering feedback from others about own strengths and areas for improvement.
- Attitudes and behaviours needed for progression.

#### Creating a progression plan

To include:

- short-term and long-term progression goals
- identification of key activities needed to move towards the progression goal
- key actions to improve skills and behaviours
- key milestones to achieve goal, e.g. interview dates, application deadlines
- realistic timelines to meet goal.

### Transferable skills

- Written communication: filling out application forms, progression plan.
- Managing information: from the sources used to find out about possible progression routes.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the skills and behaviours needed to meet personal progression goal</b>		
<b>A.P1</b> Identify an intended progression goal.	<b>A.M1</b> Identify a clear progression goal with some details of the skills and behaviours needed to achieve it.	<b>A.D1</b> Identify a realistic progression goal with details of the skills and behaviours needed to achieve it.
<b>A.P2</b> Outline the skills and behaviours needed to meet personal progression goal.	<b>A.M2</b> Identify how own skills and behaviours meet personal progression goal.	<b>A.D2</b> Describe how own skills and behaviours meet personal progression goal.
<b>Learning aim B: Produce a progression plan to meet intended progression goal</b>		
<b>B.P3</b> Produce an outline progression plan to meet intended progression goal.	<b>B.M3</b> Produce a clear progression plan, identifying some steps towards meeting intended progression goal.	<b>B.D3</b> Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- set a progression goal that demonstrates evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it
- carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and behaviours match those needed to meet the progression goal
- produce a focused progression plan that gives details on the required skills, behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal.

**For merit standard**, learners:

- set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it
- carry out a review of own skills and behaviours, using some feedback from others and give some detail on how own skills and behaviours match those needed for the progression goal
- produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it.

**For pass standard**, learners:

- set a broad progression goal that shows limited evidence of finding out information from sources
- list the skills and behaviours needed to meet the goal
- produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### What are my progression opportunities?

In groups, learners discuss the progression opportunities that may be available to them. This can be supported by handouts about the local colleges, links to apprenticeship websites and local jobsites.

As a whole group, the progression opportunities can be listed on the board and the group can discuss what their initial ideas/plans are for the next stage.

**Suggested time:** about 1 hour.

### Skills audit

Learners identify their own skills using a number of different techniques. They could list their own ideas first and then use commercially designed paper-based or online questionnaires. Ideally, learners should have the chance to do both. They can then compare results.

Learners list their skills in order of confidence. If the group know each other well, they could share their list with others to find out their opinion.

**Suggested time:** about 3 hours.

### Appropriate behaviours for progression

Learners could begin the session by watching a video clip of people demonstrating different attitudes and behaviours. The group can then identify different attitudes and behaviours and talk about how they can affect other people's attitudes towards them.

Learners could role-play different scenarios that highlight the influence attitudes and behaviours can have on others, e.g. employers.

**Suggested time:** about 3 hours.

### Local sources of information to identify progression opportunities

In small groups, learners carry out local research to find out where and how they can find out about progression opportunities. They could research online local newspapers and magazines, visit the library or careers service, websites, advice and guidance etc. Learners can collate their information to share with others in the class.

**Suggested time:** about 3 hours.

### Opportunities to develop the skills and behaviours needed to progress

Tutors could invite speakers to talk about the value of volunteering and the skills that learners can develop, e.g. working in a charity shop, running a 5k and getting sponsors, being a youth leader, taking part in the Duke of Edinburgh's Award (DofE) scheme or sport's coach.

**Suggested time:** about 3 hours.

### Setting goals

Learners will find out how to set simple goals that are achievable. Tutors could begin by helping learners set day-to-day goals, e.g. what they are planning to do that evening. Initially learners only need to set clear, achievable goals, however it will be valuable to consider measures and timescales.

Tutors can provide a list of potential goals and learners have to decide if they are clear and achievable.

**Suggested time:** about 3 hours.

**Matching skills and behaviours to progression opportunities**

Tutors give a range of course details, job advertisements and job descriptions for learners to review. Learners can then match their skills to the relevant course or job. They could initially work in small groups to identify the information they need from the text. Following the matching exercise, they can then decide if it would be realistic to apply for the course or job, if they would need to develop other skills before they could apply or if the course or job is not appropriate.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to attend a progression interview with your tutor to discuss the next step in your learning. In preparation for this, you need to research the possible progression opportunities available to you. You should decide on one opportunity to focus on and produce an outline of the skills and behaviours needed for that particular progression goal and then match your own skills and behaviours to the goal. You should then produce a detailed progression plan, identifying the key areas you need to develop in order to meet your progression goal. Both of these documents will form a basis for the discussion with your tutor.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to produce a new audit and progression plan for a different progression opportunity.

# Unit A3: Working with Others

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop skills in communication, teamwork and problem solving that will enable them to work effectively with other people on a given activity.

## Unit introduction

A key part of being successful in work and study is the ability to work with other people. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals.

In this unit, you will develop these skills and demonstrate how you use them. You will work with others to complete a given activity, agree roles and responsibilities, share ideas and support each other. Problems may come up as you work on the activity and you will need to find solutions to them. It can be difficult working with others and this unit gives you the opportunity to develop the skills and behaviours you need to be successful.

The skills you learn in this unit can be applied throughout your sector units and in broader contexts.

## Learning aims

In this unit you will:

- A** Demonstrate the ability to work with others on a given activity
- B** Review own and others' performance on a given activity.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Demonstrate the ability to work with others on a given activity	<ul style="list-style-type: none"> <li>Communicating with others</li> <li>Working with others to achieve common goals</li> <li>Carrying out an outline review of own and others' performance</li> </ul>	<ul style="list-style-type: none"> <li>A log/blog that provides evidence of:               <ul style="list-style-type: none"> <li>role in a set activity where they have worked with others</li> <li>review of the activity.</li> </ul> </li> <li>Witness statement from tutor.</li> </ul>
<b>B</b> Review own and others' performance on a given activity		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>This unit can be delivered in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>Ways to communicate effectively through listening and talking</li> <li>Building effective teams</li> <li>Ways to assess own performance</li> <li>How to plan to improve own performance</li> </ul>	<ul style="list-style-type: none"> <li>Verbal communication</li> <li>Teamwork</li> <li>Problem solving</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>Make different kinds of contributions to discussions.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Communicating with others

- Taking part in discussions to decide ways to complete activity.
- Consideration of own verbal communication when working with others.
- Listening and responding appropriately to others.
- Contributing ideas and points of view.
- Accepting and giving positive and negative feedback.

#### Working with others to achieve common goals

- Identifying individual roles and responsibilities.
- Ensuring clear communication throughout the activity.
- Knowing appropriate behaviours for different situations.
- Working through problems and agreeing solutions together.
- Importance of respecting others who are working with you.
- Reviewing team and personal performance.
- Solving issues in teams.

#### Carrying out an outline review of own and others' performance

- Identifying own strengths in activity.
- Receiving feedback about own performance.
- Giving feedback to others on their performance.
- Outlining ways to improve own performance when working with others.

#### Transferable skills

- Verbal communication: working with others.
- Teamwork: working with others to complete an activity or achieve a goal.
- Problem solving: working together to overcome problems.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Demonstrate the ability to work with others on a given activity</b>		
<b>A.P1</b> Demonstrate limited communication skills when working with others to complete a given activity.	<b>A.M1</b> Demonstrate appropriate communication skills when working with others to complete a given activity.	<b>A.D1</b> Demonstrate effective communication skills when working with others to complete a given activity.
<b>A.P2</b> Undertake an activity with others, taking some responsibility for own role within it.	<b>A.M2</b> Undertake an activity with others, taking responsibility for own role within it.	<b>A.D2</b> Undertake an activity with others, taking full responsibility for own role and making effective contributions.
<b>Learning aim B: Review own and others' performance on a given activity</b>		
<b>B.P3</b> Produce an outline review of own performance during an activity.	<b>B.M3</b> Review own performance during an activity, identifying own strengths and weaknesses, with reference to feedback.	<b>B.D3</b> Review own performance during an activity, making suggestions for the future, with detailed reference to feedback.
<b>B.P4</b> Deliver positive feedback to others that is relevant to the activity.	<b>B.M4</b> Deliver positive and negative feedback to others, using examples from the activity.	<b>B.D4</b> Deliver constructive feedback to others, using relevant examples from the activity.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- work with others successfully, taking ownership of their role in the activity and completing all their own activities while supporting others to achieve the team goal. Their communication skills will be clear and they will be understood by other members of their group to drive the activity forward. They will listen and respond to others, showing respect for their views
- complete a detailed review of their own performance during the activity. This could be written or a verbal recording that gives a detailed overview of the activities they completed. They will describe how they would work with others in the future, using supported examples from feedback they received from others. They will also demonstrate the ability to give positive and negative feedback to their peers in a clear and helpful way, using full examples from the activity.

**For merit standard**, learners:

- generally work well with others, taking responsibility for their own role in the activity and communicating with others when required, using appropriate language and demonstrating some ability to listen to the views of others
- complete a review of their own performance during the activity. This could be written or a verbal recording which identifies some of their strength and weaknesses, making some reference to the feedback they received from others. They will also demonstrate the ability to give some positive and negative feedback to their peers, using simple examples from the activity.

**For pass standard**, learners:

- show some ability to work with others, taking some responsibility for their own role in a activity, but not necessarily seeing the activities through to the end. Their communication with others may be minimal and only when necessary
- complete an outline of the role they carried out during the activity. This could be written or a verbal review with minimal attempt to review their own performance. They will attempt to give positive feedback to their peers, although this may be very basic and not linked to concrete examples from the activity.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### What makes a good team?

Tutors ask for examples from the group of any good and effective teams they can think of. For example, it could be the local netball team, a dance group or a professional football club. Smaller groups then choose one example from the list and identify two traits that make the team work well together. Examples could be:

- communication
- working together to solve problems
- understanding each other's roles and responsibilities.

Each group has to decide on the two traits they want to feed back to the group. Tutors list them all and then highlight the most prominent. Tutors ask how easy it was to decide as a group on the two traits they had to feed back on.

The group then discuss their experiences of working with others in the past, reflecting on their behaviours and making suggestions on how their team could have worked better.

**Suggested time:** about 1 hour.

### What makes a bad team?

Tutors ask the group for examples of where they have seen or experienced bad teamwork, or of people not working well together. The group discuss the reasons why the team didn't work well together.

Tutors then show examples of bad teamwork, from TV shows like *The Apprentice* or *Big Brother*.

While the clips are being shown, the group write down everything they think has made the team not work properly. They then share their ideas with the whole group.

The whole group then reflects on the benefits of working well with other people and how they have to sometimes modify their behaviour to work effectively with other people.

**Suggested time:** about 1 hour.

### Working in pairs

Tutors hand out photographs of celebrities, well-known people and sports men and women to each person in the group. They are not allowed to tell anyone who their picture is of.

Tutors then put the group in pairs, outside of friendship groups if possible. Then taking turns, one person asks questions about their partner's picture and their partner can only answer 'yes' or 'no'. They are given a time limit to find out the identity of their partner's celebrity.

Once the activity has finished, the tutor asks the group to reflect on how easy it was to communicate with someone when you only get yes or no answers. The group then reflects on how you have to phrase your questions to get the most information and also how to do this quickly under a time limit.

The activity could be repeated in different pairs.

**Suggested time:** about 1 hour.

**Working with a group on an activity**

The workshop can focus on building effective teams. There are a range of appropriate activities that learners can participate in.

For example, learners:

- work in small groups to build a tower that can support a marble. They are given drinking straws, sticky tape and a marble. The team that creates the highest tower wins
- work together to create a structure from balloons that will take the weight of one person in the group.

This type of workshop is ideal for discussing roles and responsibilities, participation, communication skills and problem solving.

Tutors could use a team-building activity at the beginning of each workshop instead of having a whole session focusing on this skill.

**Suggested time:** about 2 hours.

**Communicating in teams**

Working in groups, learners follow instructions to create an end product.

Learners will need to:

- check they understand what they need to do
- decide who is doing which task
- check progress and follow advice
- ask for help, if necessary
- respect each other's ideas and opinions
- solve problems.

At the end of this session, the group can discuss how effectively they communicated with each other, how well they worked together as a team, any issues they had and how they solved problems.

**Suggested time:** about 5 hours.

**Relaying instructions to others**

Learners can take part in a number of activities to develop effective communication skills. For example working in pairs, learners prepare instructions for a simple task such as tying shoe laces. They then share this with another group of learners who then follow the instructions. If the instructions are clear, learners should be able to tie their shoes successfully.

**Suggested time:** about 1 hour.

**Debating a topic with others**

Tutors give learners a number of topics to discuss in small groups with some key questions. The group has to firstly decide on the topic they want to discuss and decide on an 'observer' to observe and take notes on the groups' interactions. The group will then be given five minutes to discuss the topic and come to some agreement on the answers to the questions.

The group will decide on one person to feed back on the answers to the questions. The observer will then feed back on how the group interacted with each other and came to decisions.

The activity can be repeated with different people taking the 'observer' role.

The whole group then discuss what they have learned in this session about the views of others and the different roles that are taken in a group.

**Suggested time:** about 2 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You will work together (in pairs or larger groups) to put on a small fundraising activity at college for a charity day.

In your group you need to discuss and agree:

- the type of activity you will put on
- who you need permission from
- the date the activity will be on
- the resources needed to put on the activity.

You will agree the roles for each member of the group, ensuring that each of you has an equal amount of responsibility. You need to set up a log/blog explaining your role in the group and your key responsibilities. You need to keep this updated throughout the process.

Once the activity is completed your group will carry out a peer assessment of the activity, discussing how successful you were in working together to put on the activity, writing up the discussions in your log/blog and making suggestions for how you can improve your skills and behaviours.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will work with a different group of people to produce a stand for the college open day.

# Unit A4: Researching a Topic

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop the skills needed to carry out some outline research into an agreed topic. They will keep a record of their investigation and then present a summary of their findings.

## Unit introduction

In this unit, you will have the opportunity to research a topic that interests you. It could be linked to something you have enjoyed in your sector, something that is happening in your local community or perhaps linked to what you would like to do in the future.

Before starting on your research you will need to decide on the focus for your topic. You will set up a research log to record the research tasks you carry out and the sources that you use.

When you have completed your research, you will summarise and present your findings.

You will use many of the skills you have developed already, such as planning, time management, research and presenting, as well as any sector skills and knowledge that you have learned.

All these skills are important for progressing to further qualifications.

## Learning aims

In this unit you will:

**A** Carry out research into an agreed topic

**B** Present a summary of research findings into an agreed topic.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out research into an agreed topic	<ul style="list-style-type: none"> <li>• Selecting a suitable topic</li> <li>• Collecting information on topic</li> </ul>	<ul style="list-style-type: none"> <li>• Research log.</li> <li>• A summary of research findings.</li> </ul>
<b>B</b> Present a summary of research findings into an agreed topic	<ul style="list-style-type: none"> <li>• Keeping a research log</li> <li>• Presenting findings of research</li> </ul>	
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• The research topic can be in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>• Ways to plan successfully</li> <li>• Identifying sources of information</li> <li>• How to research</li> <li>• Presentation methods</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Finding out</li> <li>• Managing information</li> <li>• Communication</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate language.</li> <li>• Present information in a logical sequence.</li> <li>• Use correct grammar, including correct and consistent use of tense.</li> <li>• Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Selecting a suitable topic

- Investigation could focus on the local community or area, linked to a sector, hobby or an extra-curricular activity.
- Agreeing investigation title and the scope of the research with tutor.
- Agreeing deadline.
- Ensuring topic is focused and manageable in the timescales.
- Identifying key actions and milestones for the investigation such as setting up a log, organising visits, deadline for completion.

#### Collecting information on topic

- Sources of information:
  - electronic media, e.g. blogs, podcasts, downloads, websites
  - printed media, e.g. newspapers/magazines/books
  - interviews
  - visits.
- Identifying and selecting the key points from research.

#### Keeping a research log

- Ongoing record of information researched.
- Information on research sources, methods and key findings.
- Ongoing record of information found out through a chosen medium such as a folder, blog, vlog (video blog).

#### Presenting findings of research

- Summarising key findings.
- Choosing presentation method, e.g. through a PowerPoint®, vlog, written handouts, oral questioning.
- Explaining findings in a clear and concise way.

### Transferable skills

- Planning: identifying key tasks to complete.
- Finding out: information from research sources.
- Managing information: selecting the relevant information, choosing appropriate sources of information.
- Communication: through presentation of findings.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out research into an agreed topic</b>		
<b>A.P1</b> Search for information on an agreed topic using given research sources.	<b>A.M1</b> Search for information on an agreed topic using own and given sources.	<b>A.D1</b> Carry out a focused and detailed search into an agreed topic.
<b>A.P2</b> Select simple information from given sources on the agreed topic.	<b>A.M2</b> Select mostly relevant information from sources on the agreed topic.	<b>A.D2</b> Select relevant information from sources that link clearly to the agreed topic.
<b>Learning aim B: Present a summary of research findings into an agreed topic</b>		
<b>B.P3</b> Present an outline summary of research findings on an agreed topic.	<b>B.M3</b> Present a clear summary of research findings on an agreed topic, with reference to some of the research sources used.	<b>B.D3</b> Present a focused summary of research findings, with clear referencing to the research sources used.

## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- carry out research that remains focused on the agreed topic and uses a range of appropriate sources to collect information
- give a detailed breakdown of the sources they have used and select the most relevant information from them, demonstrating awareness of which sources were more reliable than others
- present their summary of research findings clearly, keeping the focus on the research topic. The summary will also reference in detail the research sources that were used.

**For merit standard**, learners:

- carry out research that remains mostly focused on the agreed topic but may become too broad in places. Some of the sources will have been given by tutors but some they have found for themselves
- outline the research sources used. They will select appropriate information for their topic. They will demonstrate some understanding of which sources are more reliable than others
- present their summary of research findings, remaining mostly focused on the agreed topic although may go off in other directions at some points. The summary will reference some of the research methods that were used.

**For pass standard**, learners:

- carry out basic research, using research sources that have been given by tutors
- produce a research log that gives incomplete information of the key tasks they have completed. They will select only simple and obvious information from the given sources
- present a basic summary of research findings that are mainly broad and unfocused. There will be little or no reference to the research methods used.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Choosing a topic to investigate

This is perhaps the hardest part of any project. Learners need to choose a topic that is interesting to them but not too big so that it becomes impossible to complete. In small groups, learners make a list of subjects or hobbies they are interested in. They can then ask each other questions about the topics or hobbies. This could begin to form a list of possible subjects for each project.

Alternatively, tutors could provide a list of potential topics for learners to choose from.

**Suggested time:** about 3 hours.

### Deciding on outcomes

Learners can be given a list of outcomes and project titles. Their task will be to match the outcomes with the titles. They can then look at the results with other group members to see if they agree or have different answers. Tutors may want to include answers that will overlap with different topics.

**Suggested time:** about 3 hours.

### Research sources

Tutors do a brief overview of what the difference is between a primary source and a secondary source. Tutors then give out a list of different research sources and learners work in pairs to decide whether it is primary or secondary. Learners feed back on their decisions.

**Suggested time:** about 2 hours.

### Identifying the tasks that need to be completed

Learners plan a task list of the activities they need to complete. Tutors could produce a list of actions needed to complete a project in the wrong order and then, in groups, learners put them in the correct order. They will use the correct list to produce a to-do list of tasks to complete for their investigation.

**Suggested time:** about 3 hours.

### Reviewing progress so far

As a group, learners will begin the session by reviewing what they have done so far. This should be a short presentation, depending on the number in the group. This activity is not intended to use the full time for the workshop. Learners can identify any problems they have had and how they have solved them, if they have. Other learners have the opportunity to ask questions about the project and share ideas.

Learners could record the review in their log.

**Suggested time:** about 3 hours.

### What skills are you using?

This workshop will focus on the skills learners are using to carry out their project. Working in small groups, learners could identify different communication, planning, time-management and problem-solving skills. They can then share their results with the larger group.

**Suggested time:** about 3 hours.

**How to present outcomes**

Learners will investigate ways to present their research findings. They could experiment with vlogs or blogging software, and try out PowerPoint or Prezi.

They could also try using graphs, charts or illustrations to present information. Learners could work in small groups to decide which formats would be most appropriate for different topics.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You need to select a topic of your choice to carry out some research into. The topic could be an extension of something you have studied on your course or an interest or hobby that you would like to find out more about. You will discuss your ideas with your tutor and then come up with a title for your research. This should be focused and manageable in the time available to complete it. You will set up a research log to record what you are doing. This could be a folder, a blog or vlog. You will produce a to-do list of the tasks you need to complete in the timeframes given to you. While you carry out your research, you will keep an ongoing record of the sources and methods used to find out information. Finally you will summarise your key findings in a presentation method of your choice, making reference to the research sources you used.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to select a different topic for your research.

# Unit SP5: How Exercise Affects the Body

Level: **1**

Unit type: **Sector (Sport)**

Guided learning hours: **40**

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## Unit in brief

Learners will find out how exercise affects the body by carrying out tests and collecting and interpreting results.

## Unit introduction

When you play a game of badminton or when you cycle, have you ever wondered why your heart beats so fast? Maybe you have run for a bus and had to sit down and get your breath back afterwards. Do you know why this is? Different things happen to your body when you exercise: the heart and lungs have to supply more oxygen to your muscles while the muscles and bones have to work together to allow you to move. These changes help you to run or dance and keep healthy and active, and it is important that you know how and why these things happen in your body.

In this unit, you will carry out tests to measure how exercise affects your body. You will explore how your heart, lungs, muscles and bones work together to help you perform. You will show your skills and your understanding of this subject through practical activities and by carrying out tests.

Learning how the body works and how its different systems are affected when you exercise is important if you want to work in sport and fitness. By improving your skills and confidence in testing the effects of exercise on the body, you will be able to show your knowledge in a practical way. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Carry out tests to measure the effects of exercise on the body
- B** Manage information and communicate test results.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out tests to measure the effects of exercise on the body	<ul style="list-style-type: none"> <li>• Simple and complex tests and procedures</li> <li>• Introducing use of scientific and mathematical words and terms</li> <li>• Muscular, respiratory, cardiovascular and skeletal systems</li> </ul>	<ul style="list-style-type: none"> <li>• Completed test logs.</li> <li>• Video, witness statement or observation record to document tests being carried out.</li> <li>• Results presented from a variety of tests.</li> </ul>
<b>B</b> Manage information and communicate test results		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Carrying out tests to measure responses to exercise</li> <li>• Knowing structure and function of key systems of the body</li> <li>• Communicating clearly and effectively with others</li> <li>• Collecting, interpreting and presenting results</li> </ul>	<ul style="list-style-type: none"> <li>• Structure and function of different systems of the body</li> <li>• Why and how changes in systems take place during exercise</li> <li>• How to make decisions about communicating and presenting information</li> <li>• How to understand test results</li> </ul>	<ul style="list-style-type: none"> <li>• Managing and using information</li> <li>• Presenting information</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information clearly and in appropriate language.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Extract and interpret information from tables, diagrams, charts and graphs.</li> <li>• Add, subtract, multiply and divide whole numbers using a range of strategies.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Simple and complex tests and procedures

- Procedures and guidelines for different types of tests.
- What different tests measure.
- Simple tests and guidelines or procedures, to include pulse rate and breathing rate (during and after a variety of activities), and at least one of the following: muscular strength, endurance and flexibility.
- Complex tests and guidelines or procedures, to include at least one of the following: Harvard step test, Cooper test, multistage fitness test and cycle ergometer test.
- What the range of different tests are, e.g. the 1 repetition maximum test and the sit-up test, and when it is appropriate to use them.
- What learners can expect to find out from different tests and what the normative values are for those tests.
- How to communicate changes in the body during and after testing, e.g. what the pulse rate is, why it is increasing and what body system is involved in changing it.
- Types of equipment and resources that can be used during testing such as stopwatch, sphygmomanometer, bench etc.

#### Introducing use of scientific and mathematical words and terms

- Basic scientific and mathematical language, e.g. beats per minute (bpm), cardiorespiratory, musculoskeletal, average, data, etc.
- Correct terms to explain results and data, e.g. percentage, decimal place, accurate, mean and average.
- Different methods of presenting information, e.g. bar graphs, line graphs, averages, pie charts and tables.

#### Muscular, respiratory, cardiovascular and skeletal systems

- Cardiovascular system, to include heart, blood, the heart as a pump, the role of blood during exercise, short-term effects of exercise on the heart (to be limited to increased heart rate and stroke volume) and long-term effects (to be limited to increase in heart size, lower resting heart rate and decreased recovery time).
- Respiratory system, to include breathing and the role of the lungs, how lungs and heart work together, short- and long-term effects of exercise on the lungs.
- Muscular system, to include how muscles allow movement, the main muscles of the body, and the short and long-term effects of exercise on the muscles.
- Skeletal system, to include structure (the main bones in the body and their different types) and how bones allow movement.

### Transferable skills

- Managing and using information: observing patterns and drawing conclusions from results.
- Presenting information: using different methods to present results, to include bar graphs, line graphs, averages, pie charts and tables.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out tests to measure the effects of exercise on the body</b>		
<b>A.P1</b> Carry out simple tests and collect results.	<b>A.M1</b> Carry out simple and complex tests correctly and collect results.	<b>A.D1</b> Carry out simple and complex tests confidently and collect results.
<b>Learning aim B: Manage information and communicate test results</b>		
<b>B.P2</b> Communicate results clearly and identify some observations from the tests.	<b>B.M2</b> Communicate results clearly through relevant presentation methods and outline key observations.	<b>B.D2</b> Communicate results clearly through relevant presentation methods and draw conclusions based on observations.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- follow guidelines or procedures confidently while carrying out tests. There is little or no hesitation and they give unambiguous instructions
- communicate results from a minimum of three tests and results are accurate. Results are linked to changes in the body systems, e.g. if the pulse rate increases, there will be some explanation as to why this is and mention of the system(s) of the body involved in the change
- interpret results sufficiently to allow conclusions to be drawn. They communicate these using effective presentation methods, for example, using a bar graph to compare pulse rates after exercise between three individuals. Learners identify key observations and draw conclusions, e.g. in presenting resting pulse rates for three individuals, they refer to highest and lowest scores in relation to normative values and/or link results to fitness indicators, drawing conclusions about who is the fittest of the three individuals.

#### For merit standard, learners:

- follow guidelines or procedures correctly and with minor error while carrying out tests. There may be some ambiguity in instructions and they may require prompting
- communicate results from a minimum of three tests clearly and results are largely accurate
- communicate results using relevant methods that allow interpretation, although the chosen method may not necessarily be the most appropriate. For example, learners use a bar graph to show the pulse rate before, during and after exercise rather than an X-Y/scatter plot
- show results in a simple way for the audience to understand. They identify some key observations, for example, in presenting resting pulse rates for three individuals, learners refer to highest and lowest scores in relation to normative values or draw comparisons.

#### For pass standard, learners:

- follow guidelines or procedures and carry out tests. There may be indecision while they are being carried out and ambiguity in instructions. Tutors may need to be available to answer questions
- communicate results from a minimum of three tests though these may contain inaccuracies or omissions
- collect results and identify some observations, for example, in presenting resting pulse rates for three individuals, they make reference to highest and lowest scores but without explaining what the results mean for the individuals
- communicate results clearly using a presentation method that can be suggested by the tutor.

### Essential resources

For this unit, learners will need access to a sports hall or similar space. Using resistance equipment often found in gyms (for example, leg press, bicep curl etc.) and other equipment discussed previously, would allow for a wide range of testing experiences to take place.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners play games, exercise or run and then report how they feel to their partners. They can use scores from 1–10 to describe heart rate or breathlessness.

Learners are encouraged to note how their body responds and feels during and after different types of exercise and activity, for example compare and contrast what happens to their breathing when they sprint versus when they do sit-ups.

In small groups, learners discuss how their bodies responded to the activities and how they felt, trying to explain why these changes occurred.

**Suggested time:** about 3 hours.

### Activity: Simple and complex tests and procedures

Learners record pulse and breathing rates when resting, and during and after exercise. They can also use sphygmomanometers, spirometers or peak flow meters if available.

Learners use laminated instruction cards to carry out tests in a 'circuit session' style. In groups, learners discuss their responses to exercise and compare and contrast them.

They participate in recognised and approved tests (i.e. squat test, Harvard step test, sit and reach, one minute half sit-up test etc.) to expose them to more complex testing procedures.

**Suggested time:** about 10 hours.

### Activity: Introducing use of scientific and mathematical words and terms

Learners establish words and phrases that are new and unknown, they can make a weekly glossary to support their studies.

Learners can play games matching simpler words, for example 'bones' with more complex words and phrases like 'skeletal system' to develop their vocabulary and understanding.

**Suggested time:** about 2 hours.

### Activity: Muscular, respiratory, cardiovascular and skeletal systems

Learners should use their own body to provide answers where possible, for example watch and feel their chests rise and fall, stand on tiptoe to see their calf muscle contract etc.

Learners can perform movements and activities during guided discovery tasks and record what happens. They can then discuss why they think their bodies responded in a certain way.

Learners use anatomical models to promote discussion where available.

Digital media (i.e. DVDs, software and websites) can be used so that learners can see what is going on inside the body. In groups, they discuss what occurs in the body systems during exercise.

**Suggested time:** about 10 hours.

### Activity: Recording and presenting results and information in different ways

Learners explore a range of presentation methods (bar graphs, pie charts, etc.) showing a wide variety of information from magazines and the internet. They try to find patterns in what types of methods seem to occur most often or in relation to certain types of information.

In groups, learners interpret information from pie charts etc. in order to draw conclusions about which presentation methods work best.

Learners use different software to present information and discuss their selections.

**Suggested time:** about 6 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You regularly play sport and notice that changes take place in your body when you exercise. For example, sometimes you feel so out of breath you have to stop running and this also happens to some of your classmates – though not all of them.

You want to understand more about how exercise affects the body so you decide to carry out some tests. You need to carry out at least three different tests. You will need to follow test guidelines or procedures and collect and interpret results from the tests.

Your results need to provide enough information to allow you to discuss key observations. You will need to communicate the test results and your observations about them using methods such as tables and charts.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You should complete the above assessment activity but carry out different tests not previously selected and used in an assessment.



# Unit SP6: Training for Fitness

Level: **1**

Unit type: **Sector (Sport)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop skills in planning and delivering training sessions to improve fitness.

## Unit introduction

Do you like to keep fit and healthy? Maybe you also want to become faster or stronger and might not be sure how to improve these types of fitness. In this unit, you will explore the training methods that are used by coaches and athletes to improve different types of fitness and overall performance.

You will try lots of these training methods yourself and will learn which skills are needed to plan and deliver training sessions for others. You will learn how athletes' training programmes are designed to meet the needs of their sport and find out how different training methods are used to keep training interesting. You will improve your skills and confidence in creating training plans for other people. Completing the tasks and activities in this unit will develop your planning and communication skills, and your organisation and time management.

Knowing how to select the right types of training and deliver sessions effectively is important if you want to coach or train others and improve their fitness, or if you want to progress to a Level 2 qualification in sport. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Plan a training session that meets specific needs
- B** Demonstrate communication skills in the delivery of a training session to meet specific needs.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Plan a training session that meets specific needs</p>	<ul style="list-style-type: none"> <li>• Different types of training</li> <li>• Aims of the training sessions in relation to the participant's needs</li> <li>• Types of fitness</li> <li>• Factors to consider when planning training sessions – FITT principle</li> </ul>	<ul style="list-style-type: none"> <li>• Training session plan in a suitable format.</li> <li>• Video, witness statement or observation record to document training session being carried out.</li> </ul>
<p><b>B</b> Demonstrate communication skills in the delivery of a training session to meet specific needs</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Using different types of training to improve fitness</li> <li>• Planning and delivering training sessions</li> <li>• Communicating clearly and effectively with others</li> </ul>	<ul style="list-style-type: none"> <li>• How to plan a training session</li> <li>• How to deliver a training session</li> <li>• How to communicate with and motivate others</li> <li>• How to calculate percentages and work out values and scores</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Communication</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Write clearly and coherently, including an appropriate level of detail.</li> <li>• Present information in a logical sequence.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Add, subtract, multiply and divide whole numbers using a range of strategies.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Different types of training

- What different types of training methods do and what types of fitness they improve.
- What the different types of training are.
- The type of equipment and resources that can be used during training, such as hurdles, stopwatch and kettle bells.
- When it is appropriate to use different types of training, to include:
  - aerobic endurance – continuous training, circuit training
  - muscular strength/endurance – circuit training, free weights, plyometrics
  - flexibility – static, ballistic, stretching with a partner
  - speed – acceleration sprints.

#### Aims of the training sessions in relation to the participant's needs

- Matching appropriate training methods to needs and aims.
- Building strength, losing weight, getting faster and becoming more flexible.
- Improving performance in specific sports.
- Improving health and wellbeing, e.g. feeling better or losing weight.
- Meet needs such as personal goals, e.g. losing weight before a holiday.

#### Types of fitness

- Aerobic and muscular endurance, flexibility, speed and muscular strength, including which activities and sports these are used in.

#### Factors to consider when planning training sessions (FITT)

- Aims/needs (of participant and session).
- How often (Frequency).
- How hard the session is (Intensity).
- How long the session is (Time).
- Which training method/activity (Type).
- Location.
- Warm-up and cool down.

#### Transferable skills

- Planning: demonstrating planning skills through logical sequence of the session, clearly defined aims, recognising the participant's needs etc.
- Communication: expressing thoughts clearly and communicating specific training session information, e.g. repetitions, sets, weight, safety and technique points etc.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Plan a training session that meets specific needs</b>		
<b>A.P1</b> Produce a training plan that identifies specific needs.	<b>A.M1</b> Produce a training plan with suitable training methods to meet specific needs.	<b>A.D1</b> Produce a training plan with effective training methods that meet specific needs.
<b>Learning aim B: Demonstrate communication skills in the delivery of a training session to meet specific needs</b>		
<b>B.P2</b> Communicate clear information while delivering a training session.	<b>B.M2</b> Communicate relevant information while delivering a training session.	<b>B.D2</b> Communicate relevant information for specific reasons while delivering a training session.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- plan a training session that includes scientifically accepted methods to bring about specific improvements in fitness. They identify specific need(s) of the participant and make some links between the aims of the session, the chosen training method(s) and meeting these needs, e.g. acceleration sprints to improve speed, continuous training to improve aerobic endurance, etc.
- choose the most effective training method(s) for the session and apply the FITT principle
- deliver the training session with little or no hesitation and communication is clear and unambiguous. They include specific training session information, e.g. repetitions, sets, weights etc. Any coaching or health and safety points are accurate and feedback is developmental and/or motivational.

#### For merit standard, learners:

- plan a relevant training session that includes generally accepted methods to bring about specific improvements in fitness. They identify specific need(s) of the participant and select appropriate training methods to meet them, for example, circuit training to improve agility and speed
- choose suitable training methods although others may be more effective or obvious. They consider the FITT principle, although their application may not always be evident
- deliver the training session with some signs of hesitation and learners may not always be confident in their communication. They include some specific training session information, for example, repetitions, sets, weights etc. Any coaching or health and safety points are largely accurate and feedback may be developmental and/or motivational.

#### For pass standard, learners:

- plan a training session that includes generally accepted methods to bring about specific improvements in fitness. They identify the specific need(s) of the participant but may not fully meet them as the selected training method(s) may be ineffective or incorrect
- include reference to the FITT principle in the plan, although they will show some inconsistency in understanding and/or application
- deliver the training session with some indecision or ambiguity in instruction and tutors may need to be available to prompt. Their communication to the participant is clear, although limited in content, with the participant not always understanding what they are doing or why. Learners communicate some relevant training session information, e.g. repetitions, sets, weights etc. Coaching and health and safety points are given (there may be some omissions) and feedback may be motivational but not developmental.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners visit a leisure centre or gym to find out about the range of training methods available, and access timetables and training session plans and participate in a class or session where possible.

Guest speakers, such as fitness instructors or personal trainers engage learners by leading a practical session and then promoting discussion.

Learners cover the skills needed for delivery of an effective session in a plenary activity.

**Suggested time:** about 4 hours.

### Activity: Different types of training

In small groups, learners plan sessions addressing one of the discussed fitness aims. The rest of the wider group take part and review the session.

Learners participate in sport-specific fitness sessions run by specialist coaches in, for example basketball and track or field athletics. Learners take part in contemporary forms of training such as Cross-Fit, outdoor boot camps, using suspension trainers etc.

**Suggested time:** about 10 hours.

### Activity: The participant's needs and aims of training sessions

Learners match the different needs of the participant, for example developing strength with different types of training.

They can match a range of needs to a variety of training methods listed on laminated cards – this will lead to a discussion where they see patterns in training methods emerge (what all strength training methods seem to have in common, etc.)

Learners discuss the aims and needs of training sessions in general, as well as what they would want to improve in relation to their own fitness, sport or health.

**Suggested time:** about 3 hours.

### Activity: Types of fitness

Learners take part in different fitness tests such as the 1 repetition maximum test for strength, the multistage fitness test for endurance, or through other sporting activities such as sprint races using timing gates etc.

They discuss how they feel as a result of participating in the tests and/or what types of fitness they think are being tested.

Learners discuss how they keep fit at present and consider the types of fitness needed for their favourite sport(s). They can match the types of training needed to improve their fitness and performance in their favourite sport(s).

**Suggested time:** about 6 hours.

### Activity: Factors to consider when planning training sessions (FITT)

Practical sessions led by tutors or a guest could be paused while learners consider how they can incorporate FITT into the activity.

Learners look at case studies, for example a beginner who wants to improve their strength, and then consider the best training methods to meet the aim.

Learners access a range of training session plans as a guide. In groups, they deliver a session from a pre-designed training plan and then reflect on its success or the areas for improvement required.

Learners take part in a practical activity that incorporates both good and bad delivery skills, again promoting discussion, as above.

**Suggested time:** about 8 hours.

**Activity: Session planning and communicating**

Learners need to logically plan and communicate and this can be introduced from the outset of this unit. Learners should have access to a range of training session plans as a guide. They should be encouraged to produce plans together and take part in these activities.

Guest speakers, such as fitness instructors or personal trainers discuss the skills needed for effective planning, communication and delivery.

**Suggested time:** about 2 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have recently qualified as a trainee fitness instructor. Part of your role is to plan and deliver training sessions. You have been asked by the senior fitness instructor to plan and deliver a training session lasting no longer than 10 minutes (this does not have to include a warm-up or cool down), focusing on meeting a specified aim for a participant.

Prior to the planning and delivery of your training session, you will need to carry out research on the types of training that are suitable to improve the different types of fitness aims you have identified for your participant. In your plan, you will also need to consider how and what you will communicate to your participant. You will be required to deliver your training session under the observation of your tutor.

**If a retake assessment is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

You should complete the above assessment activity but the session must meet a different specified aim not previously selected and used in an assessment.

# Unit SP7: Playing Sport

Level: **1**

Unit type: **Sector (Sport)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop the skills and techniques needed for different sports and will review their own performance.

## Unit introduction

Do you enjoy playing different sports? Do you want to get even better at playing them? This unit will give you the chance to do just that. Becoming more skilful in sport takes time and focus, and you will have lots of opportunity to participate in sport and develop your performance.

You will improve your skills and techniques and will reflect on your performance, thinking about your strengths and areas for improvement. This will help you to make plans to improve your performance.

This unit will develop your knowledge and understanding of the skills and techniques needed to be successful in sports. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Show skills and techniques in sport
- B** Review own performance when playing sport to improve skills and techniques.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Show skills and techniques in sport</p>	<ul style="list-style-type: none"> <li>• Skills and techniques required in selected sports</li> <li>• Skills for defence and attack</li> <li>• Components of skills</li> <li>• Using skills in isolated, conditioned and competitive situations</li> <li>• Observing and reviewing own performance</li> <li>• Rules and regulations in different sports</li> </ul>	<ul style="list-style-type: none"> <li>• Video, witness statement or observation record to document skills and techniques being demonstrated.</li> <li>• Review of own performance.</li> </ul>
<p><b>B</b> Review own performance when playing sport to improve skills and techniques</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Breaking down skills and techniques</li> <li>• Improving performance of skills and techniques</li> <li>• Analysing and reviewing performance</li> <li>• Identifying strengths and areas for improvement in performance</li> </ul>	<ul style="list-style-type: none"> <li>• How skills and techniques are taught and learned</li> <li>• Sequence of developing skills and techniques</li> <li>• When and how performance can be improved</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing own performance</li> <li>• Identifying own strengths and areas for improvement</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in an appropriate form.</li> <li>• Identify the main points and ideas and how they are presented in a variety of texts.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Skills and techniques required in selected sports

- Definition of and differences between a sports skill and technique.
- Why and when these are needed.
- Learning, performing and improving skills and techniques.

#### Skills for defence and attack

- Attacking skills and roles, e.g. shooting in netball and creating space for other team mates to attack by drawing defenders out of position.
- Defending skills and roles, e.g. blocking in volleyball and closing down opponents quickly to pressure them or to win the ball.

#### Components of skills

- Breaking down a skill or technique, e.g. whole-part-whole technique.
- Consideration of body position, e.g. position of head, angles and placement of legs and arms, where to connect with ball/shuttlecock etc.

#### Using skills in isolated, conditioned and competitive situations

- Differences between performing skills alone and in small or full-sided/pressured situations.

#### Observing and reviewing own performance

- Using checklists or SWOT (strengths, weaknesses, opportunities, threats) analysis for self-review.
- Identifying strengths and areas for improvement.
- How to select ways to improve performance.

#### Rules and regulations in different sports

- Rules and laws as defined by governing bodies relating to skills and techniques, e.g. palming the ball in basketball or touching the net while blocking in volleyball.

### Transferable skills

- Reviewing own performance: evaluating performance of skills.
- Identifying own strengths and areas for improvement: drawing conclusions and making suggestions as to how performance can be improved.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Show skills and techniques in sport</b>		
<b>A.P1</b> Use skills and techniques in sport.	<b>A.M1</b> Correctly use skills and techniques in sport.	<b>A.D1</b> Effectively use skills and techniques in sport to achieve a desired outcome.
<b>Learning aim B: Review own performance when playing sport to improve skills and techniques</b>		
<b>B.P2</b> Identify own strengths and areas for improvement.	<b>B.M2</b> Outline own strengths and areas for improvement, providing suggestions to improve performance.	<b>B.D2</b> Describe own strengths and areas for improvement, providing appropriate suggestions to improve specific areas of performance.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- effectively use skills and techniques in sport, e.g. they choose to dig a volleyball that is below head height rather than volley it. The skill and technique bring about a pre-determined outcome with maximum certainty and are also executed correctly, e.g. the high serve in badminton lands in a selected hoop at the far back of the court during the majority of attempts
- describe strengths and areas for own improvement, providing details about how they affect the performance of the skill/technique. They link aspects of performance to outcome, e.g. relating weight being mostly on the back foot during the execution of the forehand low serve in badminton to contributing to power being produced during the serve
- draw clear conclusions about performance, describing what changes need to be made and why
- give appropriate suggestions to improve specific areas of performance and offer examples of drills or practices to assist in this.

#### For merit standard, learners:

- correctly use skills and techniques in sport that are the most appropriate and are executed correctly, bar some minor faults
- outline strengths and areas for own improvement and identify how they affect performance of the skill/technique
- give obvious suggestions as to how performance can be improved and may offer examples of drills or activities to assist in this.

#### For pass standard, learners:

- use skills and techniques relevant to the sport, though these may not necessarily be the most appropriate or may not be executed correctly
- identify obvious strengths and areas for own improvement but with no additional discussion or explanation of how these affect the performance of the skill/technique
- give basic observations of what they performed well, though this detail may not be applied to identifying all areas for improvement. Identified areas for improvement may not be explained.

### Essential resources

For this unit, learners will need access to a sports hall or similar space. Being able to participate in a variety of sports would allow learners the opportunity to develop a wider range of skills.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners should participate in a range of familiar and unfamiliar sports, small-sided team games and individual sports and explore different skills and techniques in them.

Learners are encouraged to note key skills or techniques for each sport.

Learners build their understanding of what is needed to be considered skilful or as showing good technique in different sports, both individually and in teams, as tutors lead sports sessions.

**Suggested time:** about 8 hours.

### Activity: Skills and techniques required in selected sports

Learners participate in sport 'circuit-training' – learning key skills and techniques before moving to the next sport/skill/technique.

They consolidate these initial learning sessions with more formal, tutor-led coaching sessions and can play and take turns observing tutors from the side-lines to develop skills and techniques.

**Suggested time:** about 10 hours.

### Activity: Skills for defence and attack

Learners explore and develop specific roles of attack and defence in sessions led by specialist coaches, learning the key skills and responsibilities associated with these roles.

Learners teach someone from the opposite group (defender teaches an attacker and vice versa).

**Suggested time:** about 4 hours.

### Activity: Components of skills

Learners use printed laminated cards as an aid to develop skills and facilitate learning. They can create their own laminated cards that break down skills into component parts.

They practise in pairs on discrete parts of a skill or technique and run 'masterclasses' on these aspects for others. In this way, across the whole group, they all contribute to the learning of the entire skill/technique.

**Suggested time:** about 4 hours.

### Activity: Using skills in isolated, conditioned and competitive situations

Learners follow a 'learning circuit' i.e. practising and performing a skill/technique alone without pressure, then in a small-sided game before progressing to a full-sided or full-pressure situation.

Learners can discuss reasons for differences in performance quality.

**Suggested time:** about 2 hours.

### Activity: Observing and reviewing own performance

Learners can watch video footage of 'experts' and then film each other and compare performances. They can also work in pairs to observe and feed back to each other.

Learners create their own 'performance checklists' for chosen skills and techniques for use with partners.

**Suggested time:** about 3 hours.

### Activity: Rules and regulations in different sports

Learners split into groups to find out about rules and regulations in different sports and the different situations in the sport (i.e. a personal foul) that violate a rule or regulation.

The groups then get together to share findings.

**Suggested time:** about 2 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have recently joined a sports club and been placed in the second team. You have been given a first team 'try out' and in order to be considered, you have to demonstrate at least two skills or techniques from a selected sport in an isolated or conditioned practice (it is your decision which). Your tutor will assess your performance.

Your performance will also be recorded digitally and you will need to review it afterwards, identify strengths and areas for improvement and provide suggestions as to how your skills and techniques could be improved.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You should complete the above assessment activity but must demonstrate skills and selected techniques from a different sport not previously selected and used in an assessment.



# Unit SP8: Coaching Skills in Sport

Level: **1**

Unit type: **Sector (Sport)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop planning and coaching skills in sport by participating in practical activities.

## Unit introduction

Have you ever wondered how coaches get the best out of their players or athletes when they train or compete? Without a coach, a player or athlete would not be able to take part in the sport they love at the level they want: it would be difficult to improve their performance and there would be no one to encourage, train or inspire them.

This unit will introduce you to some of the skills of sports coaching and will give you chance to practise these skills with others. You will learn about the skills coaches need to do their job, as well as how to plan a coaching session and break down skills and techniques so that they are easier for others to learn. You will learn how to communicate with others, motivate them and give them advice to improve their performance.

This unit will help you develop the skills and knowledge needed to progress to a coaching course or a Level 2 qualification. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Coach a sports skill to others
- B** Demonstrate clear communication and positive attitude when coaching a sports skill to others.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Coach a sports skill to others	<ul style="list-style-type: none"> <li>• Roles and responsibilities of a sports coach</li> <li>• How to break down and coach skills in sport</li> <li>• Planning for and coaching a skill</li> <li>• Rules, regulations and scoring systems</li> <li>• How to motivate and provide feedback to get positive results</li> <li>• Importance of good communication while coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Skill coaching plan in a suitable format.</li> <li>• Video, witness statement or observation record to document coaching skills being demonstrated.</li> </ul>
<b>B</b> Demonstrate clear communication and positive attitude when coaching a sports skill to others		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Skills needed to be successful in different sports</li> <li>• How to plan and coach skills and techniques</li> <li>• Rules, regulations and scoring systems in sport</li> </ul>	<ul style="list-style-type: none"> <li>• Different roles and responsibilities of a coach</li> <li>• Importance of positive attitude and feedback</li> <li>• Importance of verbal and non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and communicating</li> <li>• Demonstrating a positive attitude</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information and points of view clearly.</li> <li>• Make different kinds of contributions to discussions.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Roles and responsibilities of a sports coach

- Roles, e.g. manager, role model, friend, trainer, motivator and demonstrator.
- Responsibilities, to include dressing appropriately, communicating clearly, safely controlling a group, health and safety, being suitably qualified and promoting good behaviour and fair play.

#### How to break down and coach skills in sport

- Simple and more complex skills involved in different sports, e.g. short pass in football or chest pass in netball versus a handspring or basketball lay-up.
- Breaking down skills to make them easier to learn, picking key coaching points while leaving others out and splitting skills into parts, e.g. run-up, take-off and landing etc.
- Coaching skills, to include knowledge of skills in a sport, providing clear instructions, demonstrating, creating simple drills and practices, observing participants and providing feedback.

#### Planning for and coaching a skill

- Planning the session, e.g. time available, participants, facility, equipment and health and safety.
- Possible components of a larger coaching session, to include warm-up, main section and cool down.

#### Rules, regulations and scoring systems

- Consideration of the rules, timings, playing area and layout and common scoring methods.

#### How to motivate and provide feedback to get positive results

- Personal skills and qualities of a coach, e.g. motivating, supporting, inspiring, being patient, leading by example and showing enthusiasm, sensitivity and maturity.
- Using feedback to motivate, build confidence and develop skills.

#### Importance of good communication while coaching

- Different types of communication, to include verbal (volume and tone) and non-verbal (hand gestures, body language etc.).
- Communication as a two-way process, e.g. listening to others.
- Effective communication, to include why, who, where, when, what and how.
- Elements of communication, to include being clear, concise, correct, complete, courteous and constructive.

### Transferable skills

- Listening and communicating: using verbal (volume and tone) and non-verbal (hand gestures and body language) skills.
- Demonstrating a positive attitude: giving courteous and constructive feedback.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Coach a sports skill to others</b>		
<b>A.P1</b> Select and use skills in coaching sport.	<b>A.M1</b> Select and use appropriate skills in coaching sport.	<b>A.D1</b> Select and use effective skills in coaching sport.
<b>Learning aim B: Demonstrate clear communication and positive attitude when coaching a sports skill to others</b>		
<b>B.P2</b> Communicate and show a positive attitude while coaching sport.	<b>B.M2</b> Communicate clearly and show a helpful attitude while coaching sport.	<b>B.D2</b> Communicate clearly and confidently and show a responsible attitude while coaching sport.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- produce a skill coaching plan that demonstrates knowledge of the skill(s) being coached, e.g. noting that the fingertips, not the palm must be used when volleying in a game of volleyball. Learners describe the key coaching skills to be used in the delivery, e.g. using positive phrases and only giving two coaching points for the skill(s)
- deliver the skill coaching session effectively, with little or no hesitation, and communicate confidently by offering correct and prompt coaching points. They demonstrate a responsible and positive attitude throughout when giving feedback to the participant(s) that encourages and directs improvement in performance
- break the skill(s) down and give helpful instruction and largely accurate demonstration that is appropriate for the participant(s). They also respond confidently to questions.

#### For merit standard, learners:

- produce a skill coaching plan that demonstrates some knowledge of the skill(s) being coached. They outline some relevant coaching skills to be used in the delivery
- deliver the skill coaching session appropriately but with hesitation and some inconsistencies in quality of communication. They offer largely correct coaching points, though these may be basic. They demonstrate a helpful and positive attitude when giving feedback to the participant(s), though this may not be developmental
- break the skill(s) down with some success, though the participant(s) may not be fully sure about what they are being asked to do. They give appropriate instruction and demonstration, though this may not always be appropriate for the participant(s). They also respond to questions, although with approximate answers.

#### For pass standard, learners:

- produce a skill coaching plan that demonstrates limited knowledge of the skill(s) being coached. They outline some coaching skills to be used in the delivery, though these may not always be relevant or sufficient
- deliver the skill coaching session but with hesitation, error and limited communication. They offer some coaching points, and these may be basic. They demonstrate a generally positive attitude when giving feedback to the participant(s)
- break the skill(s) down with limited success and the participant(s) may not be fully sure about what they are being asked to do. They give some instruction and demonstration, though this may be less than was planned or insufficient. Questions from the participant(s) may go unanswered.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners should be given the opportunity to experience a range of sports, and would benefit from being coached in a new sport so they can experience some of the difficulties as a participant and eventually as a coach. Learners can experience the role of a coach and a participant in several peer-led activities.

Learners could be given a skill to coach but with limiting factors, for example being allowed to demonstrate but not verbally communicate, or vice versa.

**Suggested time:** about 3 hours.

### Activity: Roles and Responsibilities of a sports coach

Learners observe a coach in action and discuss their performance, for example strengths and areas for improvement. Guest speakers and coaches could be invited to discuss their roles, with learners preparing questions to facilitate discussion.

**Suggested time:** about 4 hours.

### Activity: How to break down skills and coach skills in sport

Learners research the main skills of a selected sport and plan and conduct a practical coaching session focused on building those specific skills. In pairs, learners video each other coaching and give verbal feedback.

**Suggested time:** about 8 hours.

### Activity: Planning and delivering a coaching session

Learners will need to consider the relevant aspects of planning. They should be given a simple format/template in which to insert their ideas for each section of the session. Learners can then discuss the importance of each section and practise leading sessions following the plan. They can discuss what might happen if any sections were missed out.

Learners should be given the opportunity to check where the equipment is stored, look at the facility and space they have access to and discuss any health and safety issues.

**Suggested time:** about 4 hours.

### Activity: Rules, regulations and scoring

Learners participate in various sports as both a participant and coach. They teach their peers the rules/regulations of a sport or design quizzes on them from different sports.

**Suggested time:** about 3 hours.

### Activity: How to motivate and provide feedback to get positive results

Learners need to be motivators. A group activity could be to discuss why people take part in sport and why people become coaches.

Learners could compete to write down as many motivational phrases and words as they can.

They could observe how other coaches demonstrate motivation, effective goal setting and feedback, observing the language that they use.

**Suggested time:** about 7 hours.

**Activity: Importance of good communication while coaching skills**

Learners participate in communication activities, for example sit back to back and describe a picture to their partner or play games such as charades – games that highlight the importance of good communication (with continual reference to communication being a two-way process).

Plenary activities should be encouraged after practical sessions, allowing learners to discuss good communication and delivery as well as areas for improvement.

**Suggested time:** about 4 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked by a local sports club to coach a skill to one or two participants who are new to the club. You have been given a maximum of 10 minutes for this.

You will need to carry out some research before the coaching session on the skill(s) being coached and how best to communicate and motivate your participant(s) to improve their performance. You will need to prepare a plan that shows what you are going to deliver and the coaching skills you are going to demonstrate. Once prepared, you will be required to coach your skill under the observation of your tutor.

**If a retake assessment is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

You should complete the above assessment activity but must coach a skill that has not been previously selected and used in an assessment.

# Unit SP9: Assisting in a Sports Activity

Level: **1**

Unit type: **Sector (Sport)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop the leadership skills needed to assist in delivering a sports activity.

## Unit introduction

Think about a good PE teacher, coach or activity leader that you know – what is it that they do that makes their activities so good? Is it their positive attitude, organisational skills or that they always make sure the activities are fun? The best sports activity leaders have skills and qualities that mean they can deliver enjoyable activities time after time. This unit will help you to start developing these skills and qualities yourself.

You will find out how to plan, prepare and assist in the delivery of a sports activity. This might be a short coaching drill in a larger training session, or a warm-up or relay race. You will work with your peers and tutor to deliver a whole session and you will play an individual role in assisting in the session, making sure that participants enjoy themselves and have fun. You will develop your motivational skills so that people enjoy taking part in your activity and your assistance in the delivery of the activity will allow you to improve your leadership, teamwork and communication skills.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Assist in the delivery of a sports activity, showing a positive attitude
- B** Review own performance after delivering a sports activity.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Assist in the delivery of a sports activity, showing a positive attitude	<ul style="list-style-type: none"> <li>• Qualities of a sports activity leader</li> <li>• Sports activities that can be included in sessions</li> <li>• Needs of participants and aims of activities</li> <li>• Factors to consider when planning and preparing activities</li> <li>• Assisting in delivering an activity</li> </ul>	<ul style="list-style-type: none"> <li>• Video, witness statement or observation record to document contribution to assisting in delivering a sports activity.</li> <li>• A reflective log that documents how learners have performed.</li> </ul>
<b>B</b> Review own performance after delivering a sports activity		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Demonstrating how to plan sports activities</li> <li>• Assisting in delivery of sports activities</li> <li>• Health and safety processes</li> <li>• Communicating clearly and positively to motivate participants</li> </ul>	<ul style="list-style-type: none"> <li>• Types of activities and equipment</li> <li>• Components of a sports activity session</li> <li>• Qualities and skills needed to be a good activity leader</li> <li>• Communicating with and motivating participants</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating a positive attitude</li> <li>• Reviewing own performance</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information clearly and in appropriate language.</li> <li>• Write, speak and listen to others.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Add, subtract, multiply and divide whole numbers using a range of strategies.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Qualities of a sports activity leader

- Personality, e.g. confidence and ability to build positive relationships.
- Motivation, e.g. taking initiative and being proactive.
- Behaviour, e.g. being professional, setting an example and being a role model.
- Communication, e.g. being able to listen, instruct and observe.

#### Sports activities that can be included in sessions

- Sport-based activities, e.g. dribbling drills for basketball or football.
- Game-based activities, e.g. small-sided games such as 2v2 netball in  $\frac{1}{4}$  court.
- Typical sports day activities, e.g. relays.
- Cooperative games, e.g. parachute games and group obstacles courses.

#### Needs of participants and aims of activities

- Fun, education and learning.
- Skill development.
- Age, gender and ability appropriate.

#### Factors to consider when planning and preparing activities

- Location, timing of activity, health and safety and equipment.
- Age and number of participants.
- Expected outcomes for participants.
- How to structure a session or activity plan and activities that might be included, e.g. warm-up, main part fitness and cool down.

#### Assisting in delivering an activity

- Demonstrating a range of skills, qualities and responsibilities appropriate to assisting in delivering a sports activity.
- Communication skills, e.g. clear demonstration of skills and techniques.
- Professional conduct.
- Ensuring sports activity plan is followed.

### Transferable skills

- Demonstrating a positive attitude: what to do when people don't understand, how to motivate others and develop listening skills when leading activities.
- Reviewing own performance: identifying own strengths and areas for improvement.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Assist in the delivery of a sports activity, showing a positive attitude</b>		
<b>A.P1</b> Assist in the delivery of an activity, showing a positive attitude.	<b>A.M1</b> Assist in the delivery of an activity, showing a positive and flexible attitude.	<b>A.D1</b> Assist in the delivery of an activity, consistently showing a positive and flexible attitude.
<b>Learning aim B: Review own performance after delivering a sports activity</b>		
<b>B.P2</b> Identify own strengths and areas for improvement.	<b>B.M2</b> Identify own strengths and areas for improvement and suggest ways to improve performance.	<b>B.D2</b> Describe own strengths and areas for improvement and plan ways to improve performance.

## Essential information for tutors

### Essential information for assessment decisions

#### **For distinction standard**, learners:

- assist in the sports activity, showing minimal hesitation and modifying actions where necessary. Their attitudes and actions contribute to the success of the overall session and they provide positive feedback to others
- meet the aims and objectives of the overall session in their activity. They show consideration of key factors such as equipment and resources needed and available, and the participants involved, e.g. age, ability and number taking part
- draw conclusions about strengths and areas for improvement in their activity leadership and plan ways to improve performance.

#### **For merit standard**, learners:

- assist in the sports activity with some hesitation or indecision but make some modifications where necessary. Their attitudes and actions support the success of the overall session and feedback to others is largely positive
- meet most of the aims and objectives of the overall session in their activity. They show some consideration of key factors such as equipment and resources needed and available, and the participants involved
- give a summary of own strengths and areas for improvement in their activity leadership and include relevant suggestions to improve performance.

#### **For pass standard**, learners:

- assist in the sports activity, showing some effort and may need encouragement or direction from the tutor. The quality of their attitude, actions and feedback may be variable, though is largely positive
- meet some of the aims and objectives of the overall session in their activity. They show limited consideration of the key factors such as equipment and resources needed and available, and the participants involved
- list own strengths and areas for improvement.

### Essential resources

For this unit, learners will need access to a sports hall or similar space. Opportunities to observe different activity leaders and discuss the qualities of a good leader in a range of situations and scenarios would be helpful for developing the skills needed.

Tutors should offer a wide variety of opportunities to assist in the delivery of sports activities. The opportunities should allow learners to demonstrate appropriate communication skills and qualities of a sports activity leader.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners play small-sided games, e.g. 2v2 netball or football. As they play, they can adapt the rules and explore how the game develops.

Learners take it in turns to observe the group taking part in a session. They should identify what factors contribute to a session's quality, such as warm-up, skill development, fun activities and cool down.

**Suggested time:** about 3 hours.

### Activity: Qualities of a sports activity leader

Learners use digital media resources to focus discussion on the ways in which body language, facial expression, intonation etc. affect the way in which a leader is perceived by participants.

Tutors or other learners can lead small role-play sessions, exhibiting certain positive or negative qualities. Learners can identify the characteristics and comment on how they might affect the success of the session.

**Suggested time:** about 2 hours.

### Activity: Sports activities that can be included in sessions

Learners take part in a variety of activities using different equipment and spaces. In discussion, they explore how this might affect the planning and preparation when assisting in the delivery of a session.

Learners can make up their own games and activities. They should be encouraged to be creative in their approach to helping deliver fun and enjoyable activities.

**Suggested time:** about 4 hours.

### Activity: Needs of participants and aims of activities

Learners should take part in sessions with different aims or that meet different needs, for example for fun, fitness, learning or skill development.

They discuss in groups how different aims affect the planning, preparation and assistance of delivery.

**Suggested time:** about 4 hours.

### Activity: Factors to consider when planning and preparing activities

Learners play games to support their thinking about how factors such as timings or the number of participants affect an activity, e.g. 2v2 football when there are five participants.

Learners can shadow more experienced learners in Level 2 or 3 groups, or even adult coaches and leaders. They can observe how they plan and prepare for activities.

**Suggested time:** about 8 hours.

### Activity: Assisting in delivering an activity

Learners work together to create mini sessions, making their own contribution and feeding back to peers on their assisting skills. This 360-degree process can help their preparation, planning and reflection skills. Learners should be given as much opportunity as possible to assist at all stages (planning, preparing and during delivery) through a variety of activities.

**Suggested time:** about 8 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

Your tutor is organising a sports session and you are required to assist in the delivery of this. You must plan and deliver a short sports activity in their session, demonstrating the qualities of a sports activity leader. You can deliver a warm-up, drill, small-sided game or another sports activity that is relevant to meeting the aims and objectives of the session.

You will need to select an activity, decide its aims and show how it meets the aims and objectives of the overall session. You will need to produce a plan for the activity that includes the overall session aims and how you will meet them. When you carry out the activity, you will need to show that you can use appropriate communication skills and a positive attitude throughout.

After you have carried out your activity, you will need to produce a reflective log where you discuss your strengths and areas for improvement as a sports activity leader.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You should complete the above assessment activity and assist in a different sports activity not previously selected and used in an assessment.



# Unit SP10: Contributing to Running a Sports Event

Level: **1**

Unit type: **Sector (Sport)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop skills needed to contribute to planning and running a one-off sports event.

## Unit introduction

Playing tennis with a friend is a fairly simple activity to organise – but what if two more friends wanted to come, or twenty? What planning would you have to do to make sure that everyone got to play the same number of matches, there was enough equipment or that everyone knew where the tennis courts were?

In this unit you will learn how to contribute to planning and running a sports event – this will take teamwork as lots of people will need to work together to achieve a goal. You will contribute to your group's overall success but will also make an individual contribution – your role will be important. Unexpected problems or situations may arise during the event, and you will need to deal with these to make sure that things go to plan.

Your sports event will be a small-scale, one-off event, and you and your group will need to decide exactly what it will be. You might choose to run a mini-event, a lunchtime match, a tournament or something else entirely.

The transferable and sector skills you develop in this unit will enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Contribute to the planning of a sports event
- B** Show teamwork skills and be able to solve problems when contributing to running a sports event.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Contribute to the planning of a sports event</p>	<ul style="list-style-type: none"> <li>• Different types of suitable sports events</li> <li>• Factors to consider when planning a suitable sports event</li> <li>• Contributing to planning and running a sports event</li> </ul>	<ul style="list-style-type: none"> <li>• Event plan in a suitable format.</li> <li>• Video, witness statement or observation record to document contribution to activity.</li> <li>• A log that documents individual contribution to planning and running a group event.</li> </ul>
<p><b>B</b> Show teamwork skills and be able to solve problems when contributing to running a sports event</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Planning, organising and running a sports event</li> <li>• Demonstrating teamwork and leadership skills when working with others</li> <li>• Working under pressure</li> <li>• Health and safety considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Types of suitable sports event</li> <li>• Components of a sports event</li> <li>• Planning and organising considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Problem solving</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information clearly and in appropriate language.</li> <li>• Use communication for different purposes.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Add, subtract, multiply and divide whole numbers using a range of strategies.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Different types of suitable sports events

- Small-scale sports events and competitions, e.g. 3v3 netball or football, badminton matches, 'turn up and try' taster events or lunchtime tournaments.
- Competition formats, e.g. round robin or knockout events.
- Indoor and outdoor events, e.g. sports days in a park or 5-a-side football in a sports hall.
- Sponsored charity events, e.g. walks, bike rides or fun runs.

#### Factors to consider when planning a suitable sports event

- Suitable formats and templates to present event planning.
- Aims and objectives of the event, e.g. skill development, fitness improvement, enjoyment, or an introduction to a sport.
- Nature of the event, including type, size and location.
- Participants, e.g. primary and secondary age children, peers or students from local colleges.
- Timing considerations, e.g. length of time allocated for each component of the event: introduction, warm-up, cool down, skill development, main activity, time at each station or activity etc.
- Resources needed, e.g. refreshments, equipment for each activity and first aid kit.
- Allocating individual roles and responsibilities, e.g. advertising and communication, equipment supervision, health and safety checks, greeting participants, time-keeping, scoring, preparing facilities and setting up and putting away equipment etc.
- Health and safety considerations, e.g. first aid, contingency planning and risk assessment.

#### Contributing to planning and running a sports event

- Maintaining quality of individual contribution.
- Importance of doing what is agreed and planned.
- Dressing appropriately for the event.
- Being an active and positive member of the team.
- Listening to and following instructions accurately.
- Showing or directing people where to go or where to sit.
- Demonstrating skills in teamwork, cooperation and leadership.
- Health and safety awareness.
- Understanding the rules of the event and health and safety requirements.

### Transferable skills

- Teamwork: communication, behaviours and attitude, collaborating and being a team member, listening to and following instructions.
- Problem solving: identifying potential issues, finding solutions and integrating changes into plans and activities.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Contribute to the planning of a sports event</b>		
<b>A.P1</b> Produce an appropriate plan and log identifying individual contribution to planning a sports event.	<b>A.M1</b> Produce a detailed plan and log identifying individual contribution to planning a sports event.	<b>A.D1</b> Produce a detailed plan and log describing key factors to be considered and identifying individual contribution to planning a sports event.
<b>Learning aim B: Show teamwork skills and be able to solve problems when contributing to running a sports event</b>		
<b>B.P2</b> Show appropriate teamwork skills and be able to solve problems when contributing to running a sports event.	<b>B.M2</b> Show collaborative teamwork skills and be able to solve problems when contributing to running a sports event.	<b>B.D2</b> Show responsible teamwork skills and be able to solve problems when contributing to running a sports event.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- produce a sports event plan that describes aims and objectives, roles and responsibilities of team members, and includes information about the type of event and how it will be run. They include details about the factors to be considered, e.g. the nature of the event, timings, number of participants etc.
- produce a log detailing individual contribution to planning and running the event, including comments about completed tasks and how their efforts have shaped the event outcomes
- positively influence the success of the overall event through their participation and individual contribution
- show responsible teamwork skills that contribute to the group's success and possibly take on additional responsibilities. Their behaviour is effective and may bring about desired outcomes, e.g. influencing group members to be more proactive or motivating participants
- respond to problems or unplanned events such as an odd number of participants, limited equipment or time etc. with effective solutions

#### For merit standard, learners:

- produce a sports event plan that identifies aims and objectives and information about the type of event and how it will be run. They include some details about the factors to be considered, e.g. the nature of the event, timings, number of participants etc.
- produce a log identifying individual contribution to planning and running the event, including simple comments about effort and tasks completed, which are partially linked to positive outcomes in the event
- influence the success of the overall event through their participation and individual contribution. Their behaviours and actions are generally positive
- show collaborative teamwork skills that support the group, e.g. they meet agreed outcomes and tasks such as helping participants, demonstrating skills, listening to instructions etc.
- respond to problems or unplanned events with appropriate solutions, though there may be hesitancy or indecision. Suggested adaptations may not be fully effective or smoothly integrated

#### For pass standard, learners:

- produce a sports event plan that includes some information about the aims and objectives, the type of event and how it will be run. They include some details about the factors to be considered, e.g. the nature of the event, timings, number of participants etc. however there may be omissions or errors
- produce a log identifying individual contribution to planning and running the event
- have some influence on the success of the overall event through their participation and individual contribution
- show appropriate teamwork skills and meet some agreed outcomes
- respond to problems or unplanned events with basic solutions or may require prompting from the tutor.

### Essential resources

For this unit, learners will need access to a sports hall or similar space. Opportunities to observe or attend off-site sports events and discuss their content or success would be beneficial.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

In groups, learners list as many different types of sports events as they can think of (large and small scale). They can then extend their lists by including the different ways of contributing to those events.

Learners research different sport events taking place in the local area.

Learners can take part in small-sided sports activities and take turns experiencing running and organising others by applying the rules of the game.

**Suggested time:** about 6 hours.

### Activity: Different types of suitable sports events

Learners explore ways in which they can find out about local sport events. Tutors can supply a range of resources such as local newspapers, leaflets from tourist offices and libraries, and access to the internet.

Learners explore which different types of national sports events are planned, using national newspapers, sporting magazines and the internet, and then discuss what seems to be the most popular. They can come up with ideas as to why this might be.

**Suggested time:** about 4 hours.

### Activity: Factors to consider when planning a suitable sports event

Learners attend local sports events and review their success, or discuss factors which would have been considered in their planning.

In pairs, learners plan and run 'micro events' and mini games for other pairs and gradually work in larger groups or plan and run activities for larger numbers of people.

**Suggested time:** about 6 hours.

### Activity: Contributing to planning and running a sports event

Learners attend a talk given by event organisers who have been invited to explain their role(s). This will help learners to understand their own role when contributing to an event.

Learners take individual responsibility for small practical activities such as setting up a game of badminton for two people. They each take on a different role and learn the associated responsibilities, for example umpiring, keeping score or setting up/clearing away equipment.

Learners research events coming up in the local area and apply to assist as volunteers. Alternatively, they assist at an event that is being held by the centre, for example a fun run or sponsored walk.

Learners should be given as many opportunities as possible to take the lead in activities and sessions. They can discuss the skills needed to be a good leader and how these skills are used, for example motivating the group is important to ensure that everyone enjoys the activity.

Learners can take part in group problem-solving or team building activities. In small groups, learners discuss teamwork and what it means to work effectively in a team.

**Suggested time:** about 12 hours.

### Activity: Skills needed to solve problems

Learners practise role playing according to given scenarios. Tutors can give scenarios where learners need to think on their feet and react well to unplanned events, for example some of the participants don't attend, some of the equipment is missing, the allocated session time is running out, there is a draw in a competition etc.

**Suggested time:** about 2 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

Your group has to plan, organise and run a small-scale, one-off sports event for an identified group. As a group you will need to decide the type of sports event and which activities to include in it. The event can be hosted at your centre. Your tutor will be present to help out, however your group will need to decide what the event is, how it will be run, allocate roles and make sure it is planned well. Your task is to make a positive contribution to planning and running the event by working in your group, however you will also need to make an individual contribution throughout.

You will need to produce an individual sports event plan that shows how the activities will run and a log to show how your individual role contributes to the success of the event. During the event you will need to demonstrate teamwork and show that you can be responsible for contributing to running the event. You will also need to show that you can solve problems: this might include you reacting to changing circumstances, for example ending an activity early because time is running out or changing the rules to accommodate more participants in an activity.

**If a retake assessment is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

You should complete the above assessment activity and plan, organise and run a small-scale, one-off sports event for an identified group not previously selected and used in an assessment.



# Unit SP11: Getting People Active

Level: **1**

Unit type: **Sector (Sport)**

Guided learning hours: **40**

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## Unit in brief

Learners will find out what influences people to get active and what needs have to be met if they are to stay active.

## Unit introduction

A lot of people take part in physical activity – have you ever wondered what encourages you to be active? Maybe you aren't active – there's a reason for that too! How an activity is run and how you are treated by the person leading it affects whether or not you enjoy it and if you take part again. In this unit, you will think about how you can motivate others to get more active, more often.

You will learn about what gets people to be more active and what might stop them, for example you might not take part in some activities because they cost too much or because your friends won't do them with you. You will find out about what needs people have and how an activity can be planned to meet them, for example some people want to increase their self-confidence or make new friends. You will work in a team to plan how to get different people to be more active and this will involve you communicating with others.

Throughout this unit you will share ideas with others and build your ability to work as part of a team. The transferable and sector skills you develop in this unit can enable you to progress to further learning on Level 2 sport courses, coaching courses and other activity leadership opportunities. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Find out what influences people to be active and what needs they may have
- B** Demonstrate communication skills to encourage people to be active when working in a team.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Find out what influences people to be active and what needs they may have</p>	<ul style="list-style-type: none"> <li>• Social and personal benefits of being active</li> <li>• Knowing what influences people to be active and how to reduce barriers to being active</li> <li>• How to get others to be more active</li> </ul>	<ul style="list-style-type: none"> <li>• Written notes and research documents.</li> <li>• A log that documents individual learners' contribution to team.</li> <li>• Plans/presentations in a suitable format.</li> </ul>
<p><b>B</b> Demonstrate communication skills to encourage people to be active when working in a team</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• People skills to encourage others to be more active</li> <li>• Promoting physical activity to different groups</li> <li>• Meeting needs and wants of different groups</li> <li>• Overcoming barriers to being active</li> <li>• Planning appropriate and enjoyable activities for specific groups or people</li> </ul>	<ul style="list-style-type: none"> <li>• How activity choices are affected by people, our needs and external influences</li> <li>• Know why people participate in physical activity</li> <li>• What the needs and features are of different groups and people and what barriers they have to being active</li> <li>• How to get people more active</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Teamwork</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others.</li> <li>• Prepare for and contribute to the formal discussion of ideas and opinions.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Understand and use whole numbers and understand negative numbers in practical contexts.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Social and personal benefits of being active

- Types of activities, e.g. t'ai chi, football, club running, Zumba etc.
- Different benefits of being active, e.g. relaxation, staying in shape, increasing body confidence and building relationships, friendships and social and leadership skills.
- Effects of being active on young people, e.g. better performance at school, improved attainment, lower absenteeism and drop-out, and increased progression to higher education.
- Different specific groups of people who may benefit from being more active, to include the elderly and active retired, people with disabilities, teenagers, women, single parents, ethnic minority groups and the unemployed.
- Needs of people in different specific groups, e.g. feeling safe, increasing confidence and building a friendship or support network.

#### Knowing what influences people to be active and how to reduce barriers to being active

- People who influence the types and the levels of activity we take part in, e.g. parents, peers, tutors and role models.
- Factors that influence choice and level of activity, e.g. media content, education in public and private sectors, cost of activities and memberships, gender stereotypes, age, ability and disability.
- Practical activities and schemes that address barriers to activity for different groups, e.g. wheelchair basketball (users with disabilities), Zumba (women), Back to Netball (novice women), No Strings Badminton (social adults), StreetGames (disadvantaged young people) etc.
- National and local campaigns and who they target, what role they play and how they aim to make a difference, e.g. This Girl Can, Pass the Baton, parkrun etc.
- How these activities, schemes and campaigns work to increase activity.

#### How to get others to be more active

- Personal skills and qualities that influence others to be more active, e.g. motivational language, being happy and enthusiastic (rather than being qualified), understanding needs etc.
- Appropriate communication and empathy.
- Showing others that you understand their needs and wants.
- How provision of activities can be changed to get more people involved, e.g. decreased cost, more flexible times to participate etc.

### Transferable skills

- Communication: expressing thoughts clearly and communicating instructions.
- Teamwork: listening to others, showing respect for different opinions, doing what is agreed and putting in effort.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Find out what influences people to be active and what needs they may have</b>		
<b>A.P1</b> Identify different ways to meet the needs of a specific group and encourage them to be active.	<b>A.M1</b> Summarise different ways to meet the needs of a specific group and encourage them to be active.	<b>A.D1</b> Describe different ways to meet the needs of a specific group and encourage them to be active.
<b>Learning aim B: Demonstrate communication skills to encourage people to be active when working in a team</b>		
<b>B.P2</b> Use suitable communication skills to encourage people in a specific group to be active when working in a team.	<b>B.M2</b> Use clear communication skills to encourage people in a specific group to be active when working appropriately in a team.	<b>B.D2</b> Use relevant communication skills to encourage people in a specific group to be active when working effectively in a team.

## Essential information for tutors

### Essential information for assessment decisions

#### **For distinction standard**, learners:

- make a positive contribution to the team by directing decision making, supporting others and developing positive relationships
- show understanding of the needs and influences on the specific group
- include key details about the group (background information, and other relevant details)
- describe different ways needs can be met and suggest various ways that activity levels can be increased in the group
- collect and select appropriate information independently and from different sources
- communicate ideas, showing clear links between the needs and influences on the selected group and own ideas to increase activity levels.

#### **For merit standard**, learners:

- make a clear contribution to the team by being involved in decision making, working with others and developing relationships
- show some understanding of the needs and influences on the specific group
- include some details about the group
- include information about some ways needs can be met and suggest more than one way that activity levels can be increased in the group
- collect and select information from more than one source
- communicate ideas, showing some links between the needs and influences of the selected group and own ideas to increase activity levels.

#### **For pass standard**, learners:

- make contribution to the team though this may be limited or inconsistent and they may need prompting from others or the tutor
- recognise needs and influences on the specific group
- include limited details about the group
- include basic information about one way that needs can be met and list at least one way activity levels can be increased in the group
- use information from one or more sources
- communicate ideas, showing some awareness of the key needs and influences of the selected group in order to increase activity levels.

### Essential resources

For this unit, learners would benefit from access to a sports hall or similar space so that they can experience a variety of activities that meet the needs of different groups.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Introduce the unit by giving examples of different ways to be active. Learners discuss 'typical' groups they might expect to see doing those activities and can explore why other groups may be underrepresented.

Learners discuss why they are active and what encourages them to be more or less so. They list the reasons why they take part in physical activity, comparing and contrasting with peers before creating a 'top 5 list'.

**Suggested time:** about 3 hours.

### Activity: Social and personal benefits of being active

Learners are exposed to a variety of activities and explore their effect – finding out if participation make them feel relaxed, calm, excited or more focused.

Learners participate in activities to develop social and leadership skills, for example high ropes, trust and parachute games.

They can also carry out research at home to find out why people from different groups are active or not.

**Suggested time:** about 6 hours.

### Activity: Knowing what people to be active and how to reduce barriers to being active

Learners conduct research at home on their family – the whole group can then create a 'big list' of influential factors that impact on activity levels and barriers to being active.

Learners look at different sports magazine covers/sports sections in newspapers and count the numbers of articles on disabled sport and minority sport, female athletes etc. They discuss the effect this might have on whether or not these groups are likely to be more or less active. They can write their own articles to encourage specific groups to be more active.

Learners explore a range of barriers and think about how and why they might affect different groups, for example which groups might be affected by expensive membership fees.

Learners take part in a variety of new, minority or non-traditional activities, such as blind football, street dance etc. and discuss why these might be important, and for whom.

**Suggested time:** about 18 hours.

### Activity: How to get others to be more active

Learners take part in various activities and assess the communication and motivation skills of those leading.

Learners explore the effects of different types/styles of feedback while coaching or leading. They discuss, for example how 'you did that wrong' feels different to 'you could improve by...'

**Suggested time:** about 4 hours.

### Activity: Communication and effective teamwork

Learners try out different ways to express their thoughts and communicate instructions clearly during activities.

Learners experiment with different types of behaviours to encourage teamwork, such as putting in effort, listening to ideas, developing a sense of responsibility and showing respect for different opinions and individual preferences.

**Suggested time:** about 2 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You have been asked by the local council to work as a group to create a mini campaign to get a specific group of people in the area more active. They have asked you to choose from the following list: the elderly and active retired, people with disabilities, teenagers, women, single parents, ethnic minority groups or the unemployed.

You know that these groups have different needs, barriers to participation and influences on their ability and desire to be active. In your team, you must research suitable activities for the specific group you have chosen and decide which activity is most appropriate for them in your campaign. You must also decide how you will encourage them to take part in your activity.

You will be expected to work in teams to create a plan or presentation to encourage the group you have selected and researched, to be more active. You will need to show your understanding of the different needs, barriers to participation and influences on their ability and desire to be active through your work.

You must keep a log to evidence your role(s) and involvement in your team.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You should complete the above assessment activity for a specific group not previously selected and used in an assessment.



# Unit SP12: Keeping Active and Healthy

Level: **1**

Unit type: **Sector (Sport)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop the skills needed to make active and healthy lifestyle recommendations to a specific individual.

## Unit introduction

Keeping active and healthy is something you probably do without thinking about it – but do you ever find yourself trying to persuade other people to do the same? Maybe someone you know smokes or drinks, or perhaps they need advice on what sort of physical activities are suitable for them and where to find the right information to get more active and healthy.

In this unit, you will learn how physical activity, diet, smoking and alcohol affect health and sports performance. You will understand how to keep healthy and how to reduce the chances of getting some life-threatening diseases. You will feel more able to advise others on how they can keep active and healthy too.

You will develop the practical skills needed to plan and present your recommendations to a specific individual. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Find out how to keep active and healthy
- B** Present a plan making recommendations for a specific individual.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Find out how to keep active and healthy</p>	<ul style="list-style-type: none"> <li>Guidelines for physical activity for different individuals</li> <li>Benefits of physical activity for different individuals</li> <li>Health risks of smoking and drinking alcohol</li> <li>Effects of alcohol and smoking on sports performance</li> <li>Ways to stop smoking, reduce alcohol and lead a more active lifestyle</li> <li>Importance of healthy eating</li> <li>Ways to improve eating habits</li> </ul>	<ul style="list-style-type: none"> <li>A plan making recommendations for an individual to be more active and healthy.</li> </ul>
<p><b>B</b> Present a plan making recommendations for a specific individual</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Understanding specific needs of different individuals</li> <li>Recommending guidelines, benefits and ways to improve physical activity for different individuals</li> <li>Understanding health risks, effects on performance and recommending ways to stop smoking and reduce alcohol intake</li> <li>Understanding healthy eating, the importance of healthy eating and knowing ways to improve eating habits</li> </ul>	<ul style="list-style-type: none"> <li>Guidelines and benefits of physical activity</li> <li>Smoking – guidelines, risks, effects on performance and ways to stop</li> <li>Alcohol – guidelines, risks, effects on performance and ways to reduce intake</li> <li>Healthy eating – importance to general health, sports performance and ways to improve habits</li> </ul>	<ul style="list-style-type: none"> <li>Researching</li> <li>Planning</li> </ul>

### There are opportunities to develop functional skills in this unit:

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>Read and understand texts in detail.</li> <li>Present information in a logical sequence.</li> <li>Use language, format and structure suitable for purpose and audience.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Guidelines for physical activity for different individuals

- To include adults, children, teenagers, older adults, pregnant women and people with disabilities.
- Who sets targets and makes recommendations on physical activity, e.g. NHS, British Heart Foundation etc.

#### Benefits of physical activity for different individuals

- Children and teenagers – meet friends, improve skills and confidence.
- Adults and older adults – keep active, health benefits and make friends.
- Pregnant women – help circulation and support easier pregnancy and birth.
- People with disabilities – improve confidence, keep active and healthy and make friends.

#### Health risks of smoking and drinking alcohol

- Smoking, to include lung cancer, lung infections, heart disease, heart attack and stroke.
- Alcohol, to include cancer, high blood pressure, depression, stroke, weight gain, stomach ulcers and liver disease.

#### Effects of alcohol and smoking on sports performance

- Smoking, to include compromised breathing, chemicals affecting blood circulation and poor performance.
- Alcohol, to include muscle cramps, risk of injury, poor performance, poor reaction time, dehydration and tiredness.

#### Ways to stop smoking, reduce alcohol and lead a more active lifestyle

- Smoking, e.g. support groups, helplines, nicotine patches and changing habits etc.
- Alcohol, e.g. small glasses, non-drinking days, low alcoholic drinks, keeping count of drinks, support groups, counselling etc.
- National and local initiatives, e.g. Change4Life, local clubs etc.

#### Importance of healthy eating

- Health, to include control weight, prevent disease and boost immune system.
- Sport, to include reach and maintain 'race' weight, optimal sports training and performance, energy levels and recovery.
- Essential nutrients, to include fat, carbohydrate, protein, vitamins, minerals and water.
- Function of nutrients, to include energy, growth and repair.
- The Eatwell Guide, used to ensure a balanced diet with five food groups and other common foods, to include fruit and vegetables; potato, bread, rice, pasta and other starchy carbohydrates; dairy and alternatives; beans, pulses, fish, eggs, meat and other proteins; oil and spreads.

#### Ways to improve eating habits

- Eating less or more food, eating less or more from different food groups, different eating times, preparation of food, drinking more fluid and planning meals.

### Transferable skills

- Researching: guidelines, benefits and recommendations to improve the following factors – physical activity, smoking, alcohol intake and healthy eating for different specific individuals.
- Planning: presenting a plan that makes recommendations for an active and healthier lifestyle for a specific individual.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Find out how to keep active and healthy</b>		
<b>A.P1</b> Search for and select information about how to keep active and healthy from a given source.	<b>A.M1</b> Search for and select information about how to keep active and healthy from different given sources.	<b>A.D1</b> Search for and select information about how to keep active and healthy from own and given sources.
<b>Learning aim B: Present a plan making recommendations for a specific individual</b>		
<b>B.P2</b> Produce a simple plan including suitable recommendations for a specific individual.	<b>B.M2</b> Produce an appropriate plan summarising why recommendations are suitable for a specific individual.	<b>B.D2</b> Produce a detailed plan describing why recommendations are suitable for a specific individual.

## Essential information for tutors

### Essential information for assessment decisions

#### **For distinction standard**, learners:

- show that they have searched for and selected relevant and accurate information from own sources and relevant sources provided by the tutor. Guidelines for the specific individual are accurate and in accordance with government recommendations
- include information on different types and amounts of physical activity, smoking, alcohol intake and healthy eating
- show clear understanding of the needs of the specific individual in their research, linking proposed guidelines and recommendations to identified needs
- include key details in their plan that are designed to keep the specific individual active and healthy, including types and amounts of physical activity, smoking, alcohol intake and healthy eating
- describe key recommendations and guidelines for the specific individual that are justified, e.g. pregnant women should not lie flat on their back during exercise, particularly after 16 weeks because the weight of the baby presses on the main blood vessel, bringing blood back to the heart which can make them feel faint.

#### **For merit standard**, learners:

- show that they have searched for and selected largely relevant and accurate information from relevant sources provided by the tutor. Guidelines are sufficient and reflect government recommendations
- include information on different types and amounts of physical activity, smoking, alcohol intake and healthy eating, with some areas being covered in greater detail than others
- show some understanding of the needs of the specific individual in their research, linking proposed guidelines and recommendations to identified needs in some instances
- include details in their plan to keep the specific individual active and healthy, including types and amounts of physical activity, smoking, alcohol intake and healthy eating
- include suitable and appropriate recommendations and guidelines for the specific individual, some of which are justified or described.

#### **For pass standard**, learners:

- show that they have searched for and selected largely relevant and accurate information from a relevant source provided by the tutor. Guidelines may not always be relevant and may contain errors
- include limited information on physical activity, smoking, alcohol intake and healthy eating, with some omissions, e.g. referring to different types of exercise but not amounts of exercise. They may need prompting or guidance
- show basic understanding of the needs of the specific individual in their research
- include details in their plan of how to keep the specific individual active and healthy, including physical activity, smoking, alcohol intake and healthy eating
- include obvious recommendations or guidelines for the specific individual, although understanding as to why these are appropriate may be limited or absent.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners talk about their lifestyles – what activities they do, how and what they eat, and discuss their findings.

They play 'true/false' with lifestyle advice/guidance facts and use them as a springboard for developing knowledge about active and healthy lifestyles.

Learners visit leisure centres and health centres to research the activities organised for different specific groups and collect information on government guidelines for physical activity, smoking, alcohol and healthy eating.

**Suggested time:** about 8 hours.

### Activity: Guidelines for physical activity for different individuals

Learners research physical activity guidelines for different specific groups via the internet.

They download fact sheets for physical activity guidelines for different groups and compare and contrast the differences. They then compare how much physical activity they do with what guidelines suggest they should be doing.

**Suggested time:** about 5 hours.

### Activity: Benefits of physical activity for different individuals

Learners interview people from different specific groups, as well as those involved in leading activities for these groups, to find out what the benefits of being physically active are.

Learners find suitable activities for the different individuals.

**Suggested time:** about 2 hours.

### Activity: Health risks of smoking and drinking alcohol, effects on sports performance, and ways to stop smoking, reduce alcohol and lead a more active lifestyle

Learners discuss reasons why people start smoking and play 'true/false' games with smoking fact cards. Afterwards, they can do 'research and tell' where they find out information in small groups on the effects of smoking on sports performance, pregnancy, growth etc. and present their findings to the group.

Learners discuss their families' views on drinking alcohol and the negative effects of drinking alcohol in general, as well as in sports performance and pregnancy contexts.

In pairs, learners work on a case study and make recommendations as to how they would encourage the specific individual in the study to stop smoking, reduce alcohol intake and lead a more active lifestyle.

**Suggested time:** about 10 hours.

**Activity: Importance of healthy eating and ways to improve eating habits**

Learners play 'true/false' games with nutrition facts and figures and discuss their favourite foods, eating habits or food myths.

Learners look at a fake food diary and make observations – this can serve as a springboard for them to make recommendations or changes.

Learners match food groups with functions/needs (for example a high-energy lunch for a growing teenager) and find varied sources of food to meet specific needs.

Learners use leaflets and internet sites to find guidelines on healthy eating and ways to change eating habits, e.g. [www.nhs.uk/Change4Life](http://www.nhs.uk/Change4Life).

Learners list the food and drink they have consumed in the last 24 hours and then compare to the Eatwell Guide, making recommendations for change or improvement.

Learners design a healthy eating menu for a specific individual.

**Suggested time:** about 9 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You are working as a fitness instructor at a local gym. Your role is often to give clients advice about activity levels, eating habits and general health.

Your manager has asked you to produce some new information resources for the gym. You must firstly produce general information for all new gym members about how they can keep active and healthy. In addition, you must select an individual you have previously learned about (adults, children, teenagers, older adults, pregnant women and people with disabilities) and produce a specific 'keeping active and healthy' plan for them.

The plan should help bring about improvements in their activity levels, eating habits and general health. It should include recommendations for physical activity and a healthier lifestyle (including advice on smoking, alcohol and healthy eating).

You will need to carry out some research prior to presenting your recommendations.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You should complete the above assessment activity producing general information for all new gym members but selecting a different individual not previously selected and used in an assessment.

## 4 Planning your programme

### How do I choose the right BTEC Introductory qualification for my learners?

BTEC Introductory qualifications come in three sizes, the Award, the Certificate and the Diploma, each with a specific purpose. You will need to assess learners carefully to ensure that they start on the right size of qualification to fit into their study programme. Some learners might start on the Award size, progress to the Certificate size and then on to the larger Diploma. They may then progress to a BTEC Level 2 qualification. Learners who have a clear idea of the sector they would like to study, could start on the Diploma qualification. All three sizes allow for learners to take complementary qualifications such as maths and English alongside their BTEC Introductory qualification.

It is not advised that learners take two Award or Certificate qualifications from different sectors. If learners want to study across two or more sectors, then you should consider offering a Pearson BTEC Level 1 Introductory Vocational Studies Certificate or Diploma. The Vocational Studies qualifications give learners a flavour of a number of different vocational sectors. 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?

There are no formal entry requirements but all learners recruited should be able to access a Level 1 programme. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level.

Learners are most likely to succeed if they:

- have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment
- are willing to improve their maths and English skills.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications, this is so that they are ready to assess learners and so that we can provide the support that it is needed. Further information is given in *Section 7*.

### What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for tutors but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for progression.

### What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver the qualifications. For some units, specific resources are required.

### Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Introductory units using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including some direct instruction in classrooms or vocational environments, practical work, group- and peer work, private study and e-learning.

## **Support**

It is important that you give learners opportunities for learning that are active, engaging and directly relevant to their study. To support you in this, each unit has delivery guidance and suggestions for the summative assessment activity.

### **What support is available?**

We will provide a generic delivery guide which will give suggestions for how to deliver the core units and the transferable skills across the suite. This will be available to download on our website.

To support you in planning your assessments you will be allocated a Standards Verifier early on in the planning stage. See *Section 7* for further details.



# 5 Assessment

## Introduction

All units in this specification are internally assessed and externally verified.

In administering assessments, you, as the centre, need to be aware of the specific procedures and policies that apply, for example for registration, entries and results. Information with signposting to relevant documents is given in *Section 7*.

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 your assessment team need to refer to this document.

For BTEC Introductory qualifications it is important that you can meet the needs of learners by providing a programme that is practical and which will develop transferable and sector skills in a vocational context. Centres can tailor programmes to meet local needs and use links with local organisations and the wider vocational sector.

We have addressed the need to ensure that the time allocated to final assessment of internal units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners.

## Principles of internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, explained in *Section 3*, and the requirements for delivering assessment.

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.

## 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, has been delivered. An assignment may take a variety of forms, including practical and written types and can be split into tasks. 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, tutors.

An assessment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that the learner needs to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

## Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Introductory qualifications 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, and sector- and transferable skills appropriate to the purpose of qualification.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to 'describe' and the related P criterion requires the learner to 'outline', then to satisfy the M criterion a learner will need to cover both 'outline' and 'describe'. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given 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 1 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 having an Unclassified grade. See *Section 8* for further information on grading.

## 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) for the BTEC Introductory suite has overall responsibility for the programme across all sectors delivered in their centre. The Lead IV ensures the record keeping, assessment and internal verification meet our requirements and liaise with our 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. 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 they 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 assignments

In setting your assignments, you need to work with the guidance given in the *Essential information for tutors* section of a unit. This section gives you information on assessment decisions, with suggested scenarios for assessments. In designing your own assignment briefs you should bear in mind the following points.

- We recommend that you create a single assignment for the whole unit that incorporates skills and related content. This assignment may be broken into tasks.
- 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.
- 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 teaching 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 a visit to an organisation, then they will address all the relevant range of content that applies in that instance.

### Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of their ability.

An assignment brief should have:

- a vocational scenario or context, 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 that could be set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

## Forms of evidence

BTEC Introductory units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information to suggest what would be suitable forms of evidence and to give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2* but some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- recordings of role play, interviews and other activity
- work logbooks, reflective journals.

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 consider how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care in ensuring that learners produce independent work.

## 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 6*.

### 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.

Assessors should use the following information and support in reaching assessment decisions:

- the explanation of key terms in *Appendix 1*
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass, Merit and Distinction criteria all relate to individual 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.

### 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.

## 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, having met the initial deadline. 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 or have submitted work that is not authentic.

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).

## Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can quality assure that national standards are being satisfied.

The Lead IV should have an assessment plan, produced as a spreadsheet. When producing their plan the assessment team may wish to consider:

- 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 resubmission dates 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*.



# 6 Administrative arrangements

## Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular 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 assessment. Refer to our *Information Manual* (available on our website) for information on making registrations for the qualification.

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 qualification from a different sector, then you must transfer the learner appropriately.

## Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve 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 our *Information Manual*. We may ask to audit your records so they must be retained as specified.

### Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and Appeals about Pearson Vocational Qualifications*.

## 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*, available on our website.

Note that the procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed. There is no external assessment in this qualification.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Tutor/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 M2(a) form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

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 or 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* policy, on our website.

In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

## Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

## Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

## 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.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *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.

# 7 Quality assurance and centre approval

## 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

We produce the *Pearson Quality Assurance Handbook* on an annual basis. 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 Introductory qualifications 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.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for any BTEC Introductory 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.

## 8 Understanding the qualification grade

This section explains the rules that we apply in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The final grade awarded for a qualification represents a holistic performance across all of 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 will be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number units, the core units along with the sector units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

### Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with Ofqual requirements.

#### Eligibility for an award

To achieve any qualification grade, learners must:

- complete and report an outcome for all units within a valid combination (NB: Unclassified (U) is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold, and
- achieve sufficient Guided Learning Hours at Pass or above, see table below.

Qualification	Required Guided Learning Hours at Pass or above
Award	70
Certificate	140
Diploma	280

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve sufficient points for a Certificate or a Diploma may be eligible to achieve a smaller sized qualification in the same suite provided they have completed the correct combination of units, met the appropriate qualification grade points threshold and have met the requirement for guided learning a Pass or above.

#### Calculation of the qualification grade

The qualification grade is an aggregation of a learner's unit level performance. The BTEC Introductory suite comprises Level 1 qualifications which are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Award	P to D
Certificate	P to D
Diploma	PP to DD

The *Calculation of Qualification Grade* table, shown further on in this section, indicates the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated 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. Our *Information Manual* gives full information of this process.



### Points available for units

The table below shows the number of **points** available for units. For each unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	40 GLH
<b>U</b>	0	0
<b>Pass</b>	6	8
<b>Merit</b>	12	16
<b>Distinction</b>	18	24

### 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.

Award		Certificate		Diploma	
70 GLH		180 GLH		360 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0
P	14	P	36	PP	72
				MP	96
M	22	M	60	MM	120
				DM	158
D	36	D	96	DD	196

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

## Examples of grade calculations based on table applicable to registrations from September 2019

### Example 1: Achievement of an Award with a D grade

	GL	Grade	Unit points
Unit 1	30	Distinction	18
Unit 7	40	Distinction	24
<b>Totals</b>	<b>70</b>	<b>D</b>	<b>36</b>

The learner has sufficient points for a D grade

### Example 2: Achievement of an Award with a P grade

	GL	Grade	Unit points
Unit 1	30	Pass	6
Unit 7	40	Pass	8
<b>Totals</b>	<b>70</b>	<b>P</b>	<b>14</b>

The learner has met the minimum requirement for 70 GL at Pass or above

The learner has sufficient points for a P grade

### Example 3: An Award graded unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 7	40	Distinction	24
<b>Totals</b>	<b>70</b>	<b>P</b>	<b>24</b>

The learner has a U in Unit 1

The learner has sufficient points for a M but has not met the minimum requirement for 70 GL

**Example 4: Achievement of a Certificate with a D grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	Distinction	18
Unit 2	30	Pass	6
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
<b>Totals</b>	<b>180</b>	<b>D</b>	<b>96</b>

The learner has sufficient points for a D grade

**Example 5: Achievement of a Certificate with a P grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 5	40	Pass	8
Unit 6	40	Pass	8
Unit 7	40	Pass	8
<b>Totals</b>	<b>180</b>	<b>P</b>	<b>36</b>

The learner has met the minimum requirement for 140 GL at Pass or above

The learner has sufficient points for a P grade

**Example 6: A Certificate graded Unclassified**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 5	40	Distinction	16
Unit 6	40	U	0
Unit 7	40	Pass	8
<b>Totals</b>	<b>180</b>	<b>U</b>	<b>42</b>

The learner has a U in Units 1 and 6

The learner has sufficient points for M but has not met the minimum requirement for 140 GL at Pass or above

**Example 7: A Diploma graded Unclassified**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	Pass	8
Unit 6	40	U	0
Unit 7	40	U	0
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Distinction	24
<b>Totals</b>	<b>360</b>	<b>U</b>	<b>110</b>

The learner has not met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for MP but has not met the minimum requirement for 280 GL at Pass or above

**Example 8: Achievement of a Diploma with a DD grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	Merit	12
Unit 2	30	Merit	12
Unit 3	30	Distinction	18
Unit 4	30	Distinction	18
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Merit	16
<b>Totals</b>	<b>360</b>	<b>DD</b>	<b>196</b>

The learner has sufficient points for a DD grade

**Example 9: Achievement of a Diploma with a PP grade**

	<b>GL</b>	<b>Grade</b>	<b>Unit points</b>
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	U	0
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Unit 8	40	Pass	8
Unit 9	40	Merit	16
Unit 10	40	Pass	8
<b>Totals</b>	<b>360</b>	<b>PP</b>	<b>72</b>

The learner has met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for a PP grade

## 9 Resources and support

Our aim is to give you support to enable you to deliver BTEC Introductory qualifications with confidence. You will find resources to support teaching and learning, and professional development on our website.

### Support for setting up your course and preparing to teach

#### Delivery Guide

The 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 Introductory qualifications (for example how to deliver and assess transferable and sector skills). It covers guidance on assessment and quality assurance and includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- textbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

### Support for assessment

#### Sample assessment materials for 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.

## Training and support from Pearson

### People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your BTEC Nationals. They include:

- 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
- 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
- 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

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Introductory qualifications. The sector-specific events, developed and delivered by specialists, are available both face to face and online.

# 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.

<b>Term</b>	<b>Definition</b>
Accurate	Perform processes and procedures without error.
Appropriate	To be suitable for the situation or desired outcome.
Collaborate	Work jointly with others.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes.
Consistent	Able to reliably repeat an action that progresses towards achieving an aim.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear account that includes all the relevant features and characteristics – ‘painting a picture with words’.
Detailed	To include all facts and information.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Explain	Work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. Learners show comprehension of origins, functions and objectives of a subject and its suitability for purpose.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Outline	Learners’ work, performance or practice provides a summary or overview or a brief description.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Relevant	Connected to what is being discussed or a desired outcome.
Review	Assess formally, appraising existing information or prior events with the intention of instituting change if necessary.



<b>Term</b>	<b>Definition</b>
Show	Learners' work, performance or practice presents evidence using knowledge, understanding and skills.
State	Learners express the condition of, or facts about something definitely or clearly.
Summarise	Learners express the most important facts or ideas about something or someone in a short and clear format.

This is a key summary of the types of evidence used for BTEC Introductory Suite of qualifications.

<b>Type of evidence</b>	<b>Definition and purpose</b>
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill development.
Performance	A defined and constrained opportunity to perform, to show skills in a structured context and where the focus is on the skills/process rather than the specific outcome.
Plan	A proposal that gives details for doing or achieving something.
Review	A reflective account of an activity or performance.
Witness statement/Observation record	A record used to provide a formal record of an assessor's judgement of learner performance.

# Pearson BTEC Level 1 Introductory in Sport

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