

# Pearson BTEC International Level 2 Sport

## Specification

Pearson BTEC International Level 2 Certificate in Sport (19342)

Pearson BTEC International Level 2 Extended Certificate in Sport (19343)

Pearson BTEC International Level 2 Diploma in Sport (19344)

For first teaching in September 2014

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

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These qualifications have been approved by Pearson as meeting the criteria for Pearson's Self-regulated Framework.

Pearson's Self-regulated Framework is designed for qualifications that have been customised to meet the needs of a particular range of learners and stakeholders. These qualifications are not accredited or regulated by any UK regulatory body. For further information please see Pearson's Self-regulated Framework policy on our website.

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# 1 Purpose of this specification

Pearson BTEC International Level 2 Certificate, Extended Certificate and Diploma qualifications in Sport are designed for international schools and colleges. They are part of an international suite of BTEC Firsts qualifications offered by Pearson. These qualifications are not available to centres in the United Kingdom, the Channel Islands, the Isle of Man or British Armed Forces schools based overseas.

The purpose of this specification is to set out:

- the aim/objective of the qualifications
- the structure and rules of combination of these qualifications
- the resources required by the centre to offer these qualifications
- the knowledge, skills and understanding which will be assessed as part of these qualifications
- the method of assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (for example assessment criteria).
- the criteria against which learners' level of attainment will be measured (for example assessment criteria).

If you need guidance or support for Pearson BTEC International Level 2 qualifications please contact your Pearson representative.

## **Pearson BTEC International Level 2 qualification titles covered by this specification**

The following qualifications have been approved by Pearson Education Limited as meeting the criteria for Pearson's Self-regulated Framework. These qualifications are not accredited or regulated by any UK regulatory body.

**Pearson BTEC International Level 2 Certificate in Sport**

**Pearson BTEC International Level 2 Extended Certificate in Sport**

**Pearson BTEC International Level 2 Diploma in Sport**

The qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This specification must be used for delivery and teaching in your centres. For international centres this replaces the following QCF qualifications:

Pearson BTEC Level 2 Certificate in Sport (QCF)	500/6644/4
Pearson BTEC Level 2 Extended Certificate in Sport (QCF)	500/7658/9
Pearson BTEC Level 2 Diploma in Sport (QCF)	500/7660/7

## **Pearson's international suite of BTEC First qualifications**

Pearson BTEC International Level 2 qualifications make up our international suite of BTEC Firsts provision. These qualifications are designed in a range of sectors for learners who wish to explore a work-related vocational qualification or specific industry area. They offer learners the knowledge, understanding and skills that they need to prepare for employment.

On successful completion of a Pearson BTEC International Level 2 qualification, learners can progress to continued study in the same or related vocational area and/or within employment.

### **Pearson BTEC International Level 2 Certificate**

The Pearson BTEC International Level 2 Certificate offers a work-related vocational qualification that focuses on particular aspects of employment in the appropriate vocational sector. The Pearson BTEC International Level 2 Certificate is a qualification that can be part of a learner's programme of study and provide a vocational learning experience. Potentially the qualification could prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area.

### **Pearson BTEC International Level 2 Extended Certificate**

The Pearson BTEC International Level 2 Extended Certificate extends the work-related focus from the Pearson BTEC International Level 2 Certificate and covers the key knowledge and practical skills that are required in the appropriate vocational sector. The Pearson BTEC International Level 2 Extended Certificate offers flexibility and a choice of emphasis through the optional units, providing an engaging programme for those who are clear about the vocational area they wish to explore through further study or who wish to enter employment. Potentially the qualification could prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area.

### **Pearson BTEC International Level 2 Diploma**

The Pearson BTEC International Level 2 Diploma extends the work-related focus from the Pearson BTEC International Level 2 Extended Certificate, with broader coverage of knowledge and practical skills required for the vocational sector.

Potentially the qualification could prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area or, for those who have decided that they wish to enter a particular area of work, for progression to employment in the appropriate vocational sector.

Other learners may want to use this qualification to extend the specialism they studied on the Pearson BTEC International Level 2 Certificate or the Pearson BTEC International Level 2 Extended Certificate programme.

## 2 Qualification summaries

### Key information

<b>Pearson BTEC International Level 2 Certificate in Sport</b>	
Total Notional Learning Hours (NLH)	150 (including 90 Guided Learning Hours (GLH))
Qualification value (NLH/10)	15
Assessment	This qualification is internally assessed
Unit grading information	Pass/Merit/Distinction
Overall qualification grading information	Pass/Merit/Distinction/Distinction*

<b>Pearson BTEC International Level 2 Extended Certificate in Sport</b>	
Total Notional Learning Hours (NLH)	300 (including 180 Guided Learning Hours (GLH))
Qualification value (NLH/10)	30
Assessment	This qualification is internally assessed
Unit grading information	Pass/Merit/Distinction
Overall qualification grading information	Pass/Merit/Distinction/Distinction*

<b>Pearson BTEC International Level 2 Diploma in Sport</b>	
Total Notional Learning Hours (NLH)	600 (including 360 Guided Learning Hours (GLH))
Qualification value (NLH/10)	60
Assessment	This qualification is internally assessed
Unit grading information	Pass/Merit/Distinction
Overall qualification grading information	Pass/Merit/Distinction/Distinction*

For further information about Notional Learning Hours and Guided Learning Hours please see *Section 8: Programme delivery* and *Section 10: Understanding the units*.

## **Aim of the Pearson BTEC International Level 2 qualifications in Sport**

The Pearson BTEC International Level 2 Certificate, Extended Certificate and Diploma qualifications in Sport have been developed in the sport and active leisure sector to:

- give full-time learners the opportunity to enter employment in the sport and active leisure sector or to progress to Level 3 vocational qualifications
- provide education and training for sport, leisure and recreation employees
- give opportunities for sport, leisure and recreation employees to achieve a Level 2 vocationally specific qualification
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

The Pearson BTEC International Level 2 qualifications in Sport have been designed for those who wish to explore a vocational route at this level. They provide a suitable foundation for further study within the sector through progression on to Level 3 vocational qualifications. Alternatively, the underpinning knowledge, practical and vocational skills learnt on the Pearson BTEC International Level 2 qualifications in Sport will enhance and support the progression to a competency-based course.

The Pearson BTEC International Level 2 qualifications in Sport have been designed to allow maximum flexibility for centres, giving them the opportunity to select specialist units and build a programme that will best meet their requirements and the needs and interests of learners.

The qualifications are designed to give learners a basic grounding in understanding and knowledge of the sport and active leisure sector. Learners studying for a Pearson BTEC International Level 2 Diploma in Sport may choose to specialise in an area such as outdoor adventure by selecting outdoor adventure-based units from the bank of optional unit choices available. Alternatively, learners may choose to specialise in sports performance or exercise and fitness by selecting optional units with this particular emphasis.

The Pearson BTEC International Level 2 qualifications in Sport enable learners to develop the knowledge, understanding and skills that enable progression within specific areas of employment such as exercise and fitness, leadership support and land/water-based outdoor and adventurous activities. Learners completing these qualifications may seek employment within the sport sector at a junior level in a range of roles including recreation assistant or sports leader.

It is important that during the course learners take on the role of being employed within the sport and active leisure industry when completing assignments/activities. This can be achieved by setting assignments/activities with a scenario that reflects tasks/projects that sports employees would be undertaking in the workplace, for example a health fitness instructor conducting client health and fitness assessments. Evidence for assessment can be generated through a range of activities, including workplace assessment, role play and presentations.

Learners should be encouraged to take responsibility for their own learning and achievement, taking into account industry standards for behaviour and performance.



### 3 Centre resource requirements

As part of the approval process, the centre must make sure that the resource requirements below are in place before offering Pearson BTEC International Level 2 qualifications.

- The centre must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure that there is continuing professional development for staff delivering the qualifications.
- The centre must have appropriate policies in place relating to the delivery of the qualification.
- The centre must deliver the qualifications in accordance with current equality legislation.
- The centre must have in place any specific unit resource requirements as listed in each unit under the heading *Essential requirements*.

## 4 Qualification structures

### Pearson BTEC International Level 2 Certificate in Sport

The Pearson BTEC International Level 2 Certificate in Sport qualification totals 150 Notional Learning Hours (NLH).

Learners must achieve the mandatory unit **and** one mandatory specialist unit, from a choice of two, for a combined total value of 15 to achieve the qualification.

This qualification is **not** designed to allow units to be imported from other Pearson qualifications.

<b>Mandatory unit</b>				
<b>Unit</b>	<b>Unit title</b>	<b>Level</b>	<b>Notional Learning Hours</b>	<b>Unit value (NLH/10)</b>
1	Fitness Testing and Training	2	50	5

<b>Mandatory specialist units – select one of these units</b>				
<b>Unit</b>	<b>Unit title</b>	<b>Level</b>	<b>Notional Learning Hours</b>	<b>Unit value (NLH/10)</b>
2	Practical Sport	2	100	10
3	Outdoor and Adventurous Activities	2	100	10

## Pearson BTEC International Level 2 Extended Certificate in Sport

The Pearson BTEC International Level 2 Extended Certificate in Sport qualification totals 300 Notional Learning Hours (NLH).

Learners must achieve the mandatory unit **plus** one mandatory specialist unit, from a choice of two **plus** optional units that provide for a combined total value of 30 to achieve the qualification.

This qualification is **not** designed to allow units to be imported from other Pearson qualifications.

<b>Mandatory unit</b>				
<b>Unit</b>	<b>Unit title</b>	<b>Level</b>	<b>Notional Learning Hours</b>	<b>Unit value (NLH/10)</b>
1	Fitness Testing and Training	2	50	5

<b>Mandatory specialist units – select one of these units</b>				
<b>Unit</b>	<b>Unit title</b>	<b>Level</b>	<b>Notional Learning Hours</b>	<b>Unit value (NLH/10)</b>
2	Practical Sport	2	100	10
3	Outdoor and Adventurous Activities	2	100	10

<b>Optional units</b>				
<b>Unit</b>	<b>Unit title</b>	<b>Level</b>	<b>Notional Learning Hours</b>	<b>Unit value (NLH/10)</b>
4	Anatomy and Physiology for Sport	2	50	5
5	Sport-related Injuries and Illnesses	2	100	10
6	Sports Development	2	100	10
7	Planning and Leading Sports Activities	2	100	10
8	Technical Skills and Tactical Awareness for Sport	2	100	10
9	Psychology for Sports Performance	2	100	10
10	Nutrition for Sports Performance	2	100	10
11	Development of Personal Fitness	2	50	5
12	Lifestyle and the Sports Performer	2	100	10
13	Work Experience in the Sports Industry	2	100	10
14	Exercise and Fitness Instruction	2	100	10
15	Sport and Leisure Facility Operations	2	100	10

<b>Optional units (continued)</b>				
<b>Unit</b>	<b>Unit title</b>	<b>Level</b>	<b>Notional Learning Hours</b>	<b>Unit value (NLH/10)</b>
16	Leading Outdoor and Adventurous Activities	2	100	10
17	Expedition Experience	2	100	10
18	Effects of Exercise on the Body Systems	2	50	5
19	Business Skills in Sport	2	100	10
20	Planning and Running a Sports Event	2	100	10

## Pearson BTEC International Level 2 Diploma in Sport

The Pearson BTEC International Level 2 Diploma in Sport qualification totals 600 Notional Learning Hours (NLH).

Learners must achieve the mandatory unit **plus** one mandatory specialist unit, from a choice of two **plus** optional units that provide for a combined total value of 60 to achieve the qualification.

This qualification is **not** designed to allow units to be imported from other Pearson qualifications.

<b>Mandatory unit</b>				
<b>Unit</b>	<b>Unit title</b>	<b>Level</b>	<b>Notional Learning Hours</b>	<b>Unit value (NLH/10)</b>
1	Fitness Testing and Training	2	50	5

<b>Mandatory specialist units – select one of these units</b>				
<b>Unit</b>	<b>Unit title</b>	<b>Level</b>	<b>Notional Learning Hours</b>	<b>Unit value (NLH/10)</b>
2	Practical Sport	2	100	10
3	Outdoor and Adventurous Activities	2	100	10

<b>Optional units</b>				
<b>Unit</b>	<b>Unit title</b>	<b>Level</b>	<b>Notional Learning Hours</b>	<b>Unit value (NLH/10)</b>
4	Anatomy and Physiology for Sport	2	50	5
5	Sport-related Injuries and Illnesses	2	100	10
6	Sports Development	2	100	10
7	Planning and Leading Sports Activities	2	100	10
8	Technical Skills and Tactical Awareness for Sport	2	100	10
9	Psychology for Sports Performance	2	100	10
10	Nutrition for Sports Performance	2	100	10
11	Development of Personal Fitness	2	50	5
12	Lifestyle and the Sports Performer	2	100	10
13	Work Experience in the Sports Industry	2	100	10
14	Exercise and Fitness Instruction	2	100	10
15	Sport and Leisure Facility Operations	2	100	10

<b>Optional units (continued)</b>				
<b>Unit</b>	<b>Unit title</b>	<b>Level</b>	<b>Notional Learning Hours</b>	<b>Unit value (NLH/10)</b>
16	Leading Outdoor and Adventurous Activities	2	100	10
17	Expedition Experience	2	100	10
18	Effects of Exercise on the Body Systems	2	50	5
19	Business Skills in Sport	2	100	10
20	Planning and Running a Sports Event	2	100	10

## 5 Assessment and grading

The assessment of Pearson BTEC International Level 2 qualifications is criterion-referenced and the centre is required to assess learners' evidence against published outcomes of learning and assessment criteria.

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria.

A grading scale of pass, merit and distinction is applied to all units.

### BTEC internal assessment

All units in the Pearson BTEC International Level 2 qualifications are assessed through internal assessment, which means that the centre can deliver the programme in a way that suits its learners and relates to local need. The way in which the centre delivers the programme must also ensure that assessment is fair and that standards are consistent over time. To achieve this, it is important that centres:

- plan the assessment of units to fit with delivery, allowing for the linkages between units
- write suitable assessments (for example assignments, projects or case studies) or select assessments from available resources, adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by the Internal Verifier, when it will be used and assessed, how long it will take, and how you will determine that learners are ready to begin an assessment
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors, and is authorised before use
- provide all the preparation, feedback and support that learners need to undertake an assessment before they begin producing their evidence
- make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements
- validate and record assessment decisions carefully and completely
- work closely with Pearson to ensure that the implementation, delivery and assessment is consistent with BTEC quality standards.

**Internal Verifiers** must oversee all assessment activity to make sure that individual assessors do not misinterpret the specification or undertake assessment that is not consistent with the BTEC quality standards in respect of level, content or duration of assessment. The process for ensuring that assessment is being conducted correctly is called internal verification. Normally, a programme team will work together with individuals being both assessors and Internal Verifiers. Internal Verifiers must make sure that assessment is fully validated within the centre by:

- checking every assessment instrument carefully and endorsing it before it is used
- ensuring that each learner is assessed carefully and thoroughly using only the relevant assessment criteria and associated guidance within the specification
- ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with BTEC quality standards.

**Assessors** make assessment decisions and must be standardised using Pearson-approved materials before making any assessment decisions. They are usually the teachers within the school or college, but the term 'assessor' refers to the specific responsibility for carrying out assessment and making sure that it is done in a way that is correct and consistent with BTEC quality standards. Assessors may also draft or adapt internal assessment instruments. Centres are required to keep records of assessment and have assessment authorised by Pearson. The main records are:

- the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification
- assessment instruments, which are authorised through an Internal Verifier
- assessment records, which contain the assessment decisions for each learner for each unit
- an internal verification sampling plan, which shows how assessment decisions are checked, and that must include across the sample all assessors, unit assessment locations and learners
- internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

## **Learner preparation**

As Pearson BTEC International Level 2 qualifications are all internally assessed, it is important that learners are prepared for assessment. Learners:

- must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification
- need to understand how they will be assessed and the importance of timescales and deadlines
- need to appreciate fully that all the work submitted for assessment must be their own.



Centres will need to provide learners with an induction and a guide or handbook to cover:

- the purpose of the assessment briefs for learning and assessment
- the relationship between the tasks given for assessment and the grading criteria
- the concept of vocational and work-related learning
- how learners can develop responsibility for their own work and build their vocational and employability skills
- how learners should use and reference source materials, including what would constitute plagiarism.

The centre must communicate assessment grading rules to all learners at the beginning of the programme.

For full guidance on all of the rules surrounding internal assessment for BTEC qualifications please see the *Guide to Internal Assessment for BTEC Firsts and Nationals* which can be located in the key documents section of our website: [www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)

## **Final assessment decisions**

Final assessment is the culmination of the learning and assessment process. Learners should be given a full opportunity to show how they have achieved the outcomes of learning covered by a final assessment. This is achieved by ensuring that learners have received all necessary learning, preparation and feedback on their performance and then confirming that they understand the requirements of an assessment, before any assessed activities begin.

There will then be a clear assessment outcome based on the defined assessment criteria. Centres must devise an assessment plan that will set a clear timeline for assessment decisions to be reached. Once an assessment has begun, learners must not be given feedback on progress towards criteria. After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

- must be made with reference to the assessment criteria
- should record how it has been reached, indicating how or where criteria have been achieved
- may indicate why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence to meet higher criteria.

Centres' Internal Verifiers and assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

## Late submission

Centres must encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes, it is important that learners are assessed fairly and consistently according to the assessment plan that the Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. Centres are not required to accept assessment work that was not completed by the date in the assessment plan. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If a late completion by a learner is accepted, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate to give automatic downgrades on assessment decisions as 'punishment' for late submission.

## Resubmission of improved evidence

Once an assessment decision is given to a learner it is final in all cases, except where the Internal Verifier approves **one** opportunity to resubmit improved evidence. The criteria used by the Internal Verifier to authorise a resubmission opportunity are always:

- initial deadlines or agreed extensions have been met
- the teacher considers that the learner will be able to provide improved evidence without further guidance
- the evidence submitted for assessment has been authenticated by the learner and the assessor
- the original assessment can remain valid
- the original evidence can be extended and re-authenticated.

Centres will need to provide a specific re-submission opportunity that is authorised by the Internal Verifier. Any resubmission opportunity must have a deadline that is **within 10 days** of the assessment decision being given to the learner, and within the same academic year.

Centres should make arrangements for resubmitting the evidence for assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners. Centres must consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements. For example, the centre may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place. How centres provide opportunities to improve and resubmit evidence for assessments needs to be fair to all learners.

Care must be taken when setting assignments and at the point of final assessment to ensure that the original evidence for assessment can remain valid and can be extended. The learner must not have further guidance and support in producing further evidence. The Standards Verifier is likely to want to include evidence that has been resubmitted as part of the sample they will review.

## Retaking assessment

Pearson BTEC International Level 2 qualifications do not allow for compensation – this means that learners must achieve every pass criterion in order to successfully achieve the qualification.

### Conditions for retaking a new assignment

If a learner has met all of the conditions set out above for *Resubmission of improved evidence*, but has still not achieved the targeted pass criteria following the resubmission of the assignment, the Internal Verifier may authorise **one** retake opportunity to meet the required pass criteria. The Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

The criteria used by the Internal Verifier to authorise a resubmission opportunity are always:

- the retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment – an assessor cannot award a merit or distinction grade for a retake
- the assessor must agree and record a clear deadline before the learner starts the retake
- the learner and assessor must sign declarations of authentication as they both did for previous submissions

Standards Verifiers will require the centre to include evidence of any retakes in sampling. Retakes should not be required as a matter of course. Centres should keep a record of the number of retakes required on any programme to support the centres' own quality monitoring.

## Calculation of the qualification grade

### Pass qualification grade

Learners who achieve the minimum eligible value specified by the rule of combination will achieve the qualification at pass grade (see *Section 4: Qualification structures*).

### Qualification grades above pass grade

Learners will be awarded a merit, distinction or distinction\* qualification grade by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved and the value of the unit (as shown in the table overleaf).

## Points available per unit value at specified unit grades and levels

The table below shows the number of points scored per unit value at the unit level and grade.

Unit level	Points per unit value		
	Pass	Merit	Distinction
Level 1	3	4	5
<b>Level 2</b>	<b>5</b>	<b>6</b>	<b>7</b>
Level 3	7	8	9

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit or distinction or distinction\* grade (or combinations of these grades appropriate to the qualification).

## Qualification grade

Qualification	Points range above pass grade		
	Merit	Distinction	Distinction*
Pearson BTEC International Level 2 Certificate	85–94	95–99	100 and above
Pearson BTEC International Level 2 Extended Certificate	170–189	190–199	200 and above
Pearson BTEC International Level 2 Diploma	340–379	380–399	400 and above

*Annexe A: Calculation of the qualification grade* gives examples of how qualification grades above a pass are calculated.

## 6 Centre and qualification approval

The centre must be approved by Pearson before delivering and assessing Pearson BTEC International Level 2 qualifications on Pearson's Self-regulated Framework. Centres that have not previously been approved will need to apply for, and be granted, centre recognition as part of the process for approval to offer these qualifications.

Before you offer these qualifications you must meet both centre and qualification approval requirements.

### Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all requirements. If the centre does not comply with the agreement this could result in the suspension of certification or withdrawal of approval.

## 7 Quality assurance

Quality assurance is at the heart of Pearson BTEC International Level 2 qualifications on Pearson's Self-regulated Framework. The centre internally assesses these qualifications and is responsible for making sure that all assessors and Internal Verifiers adhere to their internal verification processes, to ensure consistency and validity of the assessment process.

Pearson uses quality assurance to check that all centres are working to the agreed standard. It gives us the opportunity to identify and provide support, if needed, to safeguard certification.

For guidance, please refer to the *Pearson's Self-regulated Framework (SRF) Quality Assurance Handbook* which is on our website at:  
[www.edexcel.com/quals/cust/pages/srf.aspx](http://www.edexcel.com/quals/cust/pages/srf.aspx)

## 8 Programme delivery

Pearson BTEC International Level 2 qualifications consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and give more specialist opportunities in the sector.

In Pearson BTEC International Level 2 qualifications each unit shows both the Guided Learning Hours and the Notional Learning Hours.

Guided Learning Hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study, for example in open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments where the learner is not present.

Guided learning hours form part of the Notional Learning Hours for a unit. Notional Learning Hours are defined as the total amount of time a learner is expected to take, on average, to complete the unit to the required standard, including teaching, study and assessment time.

Centres are advised to consider both of these definitions when planning the programme of study associated with this specification.

### Mode of delivery

Pearson does not define the mode of study for Pearson BTEC International Level 2 qualifications. Centres are free to offer the qualifications using any mode of delivery that meets their learners' needs. Please refer to the policy pages on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)

Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

## Resources

Physical resources need to support the delivery of the programme and the proper assessment of the outcomes of learning and should, therefore, normally be of industry standard.

Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential requirements* sections.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of Pearson BTEC International Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Delivery staff and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

An outline learning plan is included in every unit as guidance which demonstrates one way of planning the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

## Support and training

Pearson offers an extensive package of training to support all aspects of BTEC delivery, including:

- **Teaching and published resources** – we provide an extensive selection of published materials along with our innovative range of digital teaching tools. In addition, we offer guides to support planning and delivery and to help students study. For more information please visit our website: [www.edexcel.com/international/iama/teacher/](http://www.edexcel.com/international/iama/teacher/)
- **Subject Advisors** – our subject experts are on hand to answer any questions centres may have on delivering the qualification and assessment. For more information visit our website: [www.edexcel.com/Aboutus/contact-us/teachers-hods](http://www.edexcel.com/Aboutus/contact-us/teachers-hods)
- **Training** – many of our training events form part of the added value service offered by Pearson. As well as standard events, we can create bespoke training programmes to meet centres' specific needs. These can be delivered face-to-face or online so that centres can choose where, when and how training takes place. For more information please visit our website: [www.edexcel.com/training/](http://www.edexcel.com/training/) or email us at: [internationaltftp@pearson.com](mailto:internationaltftp@pearson.com)

If you would like further information please contact your local Pearson representative – to find out how visit:

[www.edexcel.com/Aboutus/contact-us/international-customers/](http://www.edexcel.com/Aboutus/contact-us/international-customers/)

## 9 Access and recruitment

Pearson is committed to providing qualifications with no artificial barriers. A full statement, included in our *Equality Policy*, can be found on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)

Equality and fairness are central to our work. We are committed to making sure that qualifications do not discriminate and all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

### Restrictions on learner entry

These qualifications are suitable for learners aged 14 and above. Centres must give due regard to Pearson's policies that apply to the fair and equal recruitment of learners to all Pearson qualifications.

Centres are required to recruit learners to Pearson BTEC International Level 2 qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each learner's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 2 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 1 qualification in Sport and Active Leisure or a related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs/International GCSEs at grade D-G
- other related Level 1 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

### Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

# 10 Understanding the units

All units in these qualifications have the following sections.

## **Title**

The title is a short description of the content of the unit. This form of words will appear on the learner's Notification of Performance (NOP).

## **Level**

The level of the unit indicates the complexity and demand expected to achieve it. The level places the unit on a framework of comparability with other units and qualifications at that level.

## **Notional Learning Hours (NLH)**

Notional Learning Hours (NLH) are the total amount of time a learner is expected to take, on average, to complete the unit to the required standard, including teaching, study and assessment time.

## **Guided Learning Hours (GLH)**

The Guided Learning Hours (GLH) are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

## **Unit value**

The unit value is calculated by dividing the Notional Learning Hours (NLH) by 10.

## **SRF unit code**

The unique approval code for the unit.

## **Unit aim**

Says what the aims of the unit are in terms of what is covered and what the unit will enable learners to do.

## **Unit introduction**

The introduction gives a short description of the unit, and details the key knowledge, skills and understanding the learner will gain through studying the unit. The introduction highlights the focus of the unit and how it links to the vocational sector to which the qualification relates.



## **Outcomes of learning**

Outcomes of learning state what a learner can be expected to know, understand or be able to do as a result of completing a programme of learning for the unit.

## **Assessment and grading grid**

The assessment and grading grid gives the criteria used to determine the evidence that each learner must produce in order to achieve a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in a learner's evidence and not simply the production of more evidence at the same level.

## **Unit content**

In the unit content section, topics are listed as bullets to provide detail on what is required to design and deliver a programme of learning. Not all topics have to be covered to be able to meet the assessment criteria. Centres are able to select the topics they deliver, ensuring that learners produce evidence of sufficient depth and breadth to meet the assessment criteria.

## **Information for delivery staff**

This section gives delivery staff information on delivery and assessment. It contains the following subsections.

Essential requirements – identifies any specialist resources needed to allow learners to generate the evidence required for the unit. The centre will need to ensure that any requirements are in place when it seeks approval to offer the qualification.

Employer engagement and vocational contexts – gives examples of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.

Delivery guidance – explains the content's relationship to the outcomes of learning and offers guidance on possible approaches to delivery of the unit. This section includes an example outline learning plan which demonstrates one way of planning the delivery and assessment of the unit. The delivery guidance section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

Assessment guidance – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria and grading criteria. It also includes a programme of suggested assignments which demonstrates how assignments match and cover the assessment and grading criteria. This is provided for guidance only and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Suggested resources – indicates resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

# Units

# Unit 1: Fitness Testing and Training

Level:	<b>2</b>
Notional Learning Hours:	<b>50 (including 30 GLH)</b>
Unit value (NLH/10):	<b>5</b>
SRF unit code:	<b>20753G</b>

**This unit is internally assessed**

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## Unit aim

This unit develops learners' knowledge of and skills in the essential fitness requirements and training methods used to achieve successful sports performance. The unit also explores lifestyle and psychological factors and the effects these can have on sports training and performance. Learners will investigate their personal fitness levels by participating in a series of fitness tests.

## Unit introduction

It is often said that 'failing to prepare equals preparing to fail'. It is essential, that those involved in and studying sport have a good understanding of concepts relating to effective preparation. Learners will have the opportunity to examine the basic factors of fitness, lifestyle, and psychology in sport.

To determine how fit an individual is they can undertake a fitness assessment. Fitness testing can play a valuable role in the development of physical fitness by helping to predict performance potential, identifying strengths and areas for improvement and providing feedback on the relative success of a training programme. Many individuals who take part in sport aim to improve their performance. Successful athletes develop and maintain high levels of physical fitness and take fitness training very seriously.

The first part of this unit will give learners an insight into the physical fitness requirements and training methods used to achieve excellence in a selected sport. Learners will also explore lifestyle factors which may affect sports performance. The second part of the unit will enable learners to participate in a series of fitness tests to assess their current fitness levels and performance. Learners can compare their own level of fitness and potential with the demand of competing at their desired level. Finally, learners will examine psychological factors which may affect training and sports performance.

This unit is particularly relevant for those who would like to work in sports coaching, fitness instruction and elite sport.

## **Outcomes of learning**

On completion of this unit a learner should:

- 1 Know the fitness and training requirements necessary to achieve excellence in a selected sport
- 2 Know the lifestyle factors that affect sports training and performance
- 3 Be able to assess own level of fitness
- 4 Know the effects of psychological factors on sports training and performance.

## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Describe the fitness requirements for achieving excellence in a selected sport	M1 Explain the fitness requirements for achieving excellence in a selected sport	
P2 Describe different fitness training methods used to achieve excellence in a selected sport		
P3 Describe different lifestyle factors that can affect sports training and performance		
P4 Carry out different fitness tests for different components of fitness, recording the results accurately		
P5 Describe own fitness test results and personal level of fitness	M2 Explain own fitness test results and personal level of fitness, identifying strengths and areas for improvement	D1 Evaluate own fitness test results and personal level of fitness, considering the level required to achieve excellence in a selected sport
P6 Describe the effects of psychological factors on sports training and performance	M3 Explain the effects of psychological factors on sports training and performance	D2 Analyse the effects of psychological factors on sports training and performance

## Unit content

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### **1 Know the fitness and training requirements necessary to achieve excellence in a selected sport**

Components of fitness:

- physical fitness (aerobic endurance, muscular endurance, flexibility, speed, strength, body composition)
- skill-related fitness (agility, balance, coordination, power, reaction time)

Fitness training methods, for example:

- flexibility training (static, active, passive, ballistic)
- strength and power training (resistance machines, circuit training, plyometrics, reps, sets and resistance)
- endurance training (continuous training, fartlek training, interval training, heart rate, training zones)
- speed and speed endurance (hollow sprints, acceleration sprints, interval training)

Excellence:

- e.g. typical fitness levels/requirements of regional, national, international and professional performers

### **2 Know the lifestyle factors that affect sports training and performance**

Lifestyle factors:

- e.g. stress, alcohol, smoking, drugs, sleep, demands of work, medical history, level of activity, diet, weight, gender, culture, sports participation (training and competition)

### **3 Be able to assess own level of fitness**

Fitness tests, for example:

- flexibility (sit and reach test, goniometers)
- strength (one-repetition maximum (1RM), grip dynamometer)
- aerobic endurance (multi-stage fitness test, Chester step test)
- speed (40 m sprint)
- power (vertical jump, Wingate test)
- muscular endurance (one-minute press-up, one-minute sit-up)
- body composition (skinfolds, bioelectrical impedance analysis, body mass index)

Administration of tests:

- pre-test procedures (informed consent, calibration of equipment)
- test protocols
- reliability, validity and practicality of tests
- recording test results

Interpretation of test results:

- compare personal fitness test results to normative data
- compare personal fitness test results to levels required for excellence

#### **4 Know the effects of psychological factors on sports training and performance**

Factors:

- motivation
- arousal and anxiety
- personality
- concentration

Effects:

- short-term, e.g. increased motivation, activate athletes towards targets and goals
- long-term, e.g. maintenance of targets and goals, improved sports performance

## Information for delivery staff

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### Essential requirements

Learners will need access to the appropriate fitness testing equipment and an appropriate area to undertake the practical elements of the unit, such as a sports hall or gym. Learners will also need access to examples of informed consent forms and to normative data for interpreting fitness test results.

### Employer engagement and vocational contexts

Organisations within the fitness industry, including health and fitness centres and centres of excellence, will have their own methods for conducting fitness tests. Visits to these organisations would prove useful as a base of reference. Centres could also invite independent health and fitness experts as guest speakers, for example a personal trainer.

### Delivery guidance

This unit should be viewed as an introduction to fitness, lifestyle and sports psychology, giving a general overview rather than great depth. The aim should be to interest learners in, and create awareness of, these different areas.

Tutors should introduce the unit by identifying the components of physical fitness and the components of skill-related fitness. Learners need to understand the fitness requirements for achieving excellence in a selected sport. In order to do this they will draw on a wide range of information including books, journals, videos of matches, match observations, observation of training sessions and reports. This research can be individual or in groups. Case studies of high level performers can be used. Learners should look at the typical levels of fitness required for club level performers up to international level performers.

The unit has a large practical component and it is recommended that learners actively participate and experience a number of fitness training methods to gain a 'taster' of how these methods can be used to achieve excellence in sport.

The effect of lifestyle on performance lends itself to group discussion and personal reflection. There are a number of lifestyle analysis questionnaires available and learners should find it interesting to complete some of these.

Learners should be shown how to carry out a range of physical fitness tests and there should be opportunities for them to practise carrying out these tests on each other. Learners need to assess their own level of physical fitness by conducting four different fitness tests for different components of fitness. Before doing this they need to understand the theory behind fitness assessments including the range of tests available, the protocols for test administration and the practicality, reliability, and validity of tests. Learners should be encouraged to carry out fitness tests on their peers to practise test methodology. The importance of pre-test procedures, including completion of informed consent before commencing fitness testing, must be emphasised. Learners should be shown examples of suitable consent forms.

Learners need to be aware of normative data and data for elite performers. Assessment of their personal fitness levels can be achieved by interpreting their fitness test results against normative data and making comparisons with the levels required for elite sports performance.



Tutors could use examples of elite sports performers when exploring the effects of sports psychology on sports training and performance, including those that are relevant to outdoor education. An input from a sports psychologist would be beneficial when delivering this part of the unit.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction and overview of the unit.
<b>Assignment 1: Fitness and Training for Sporting Excellence (P1, M1, P2)</b> Tutor introduces the assignment brief. Learners select a sport and explore the fitness requirements and training methods needed to achieve excellence.
Learner research activity 1: explore a range of information sources (e.g. live training and competition, recorded training and competition, books, journals, reports) to select their sport.
Interactive lecture on components of fitness and training methods – learners to apply to their chosen sport.
Exploring training methods through practical participation.
Learner research activity 2: explore a range of information sources (e.g. live training and competition, recorded training and competition, books, journals, reports) to apply components of fitness and training methods to their chosen sport.
<b>Assignment 2: Exploring Lifestyle Factors (P3)</b> Tutor introduces the assignment brief. Learners select four different lifestyle factors and describe how these affect sports training and performance.
Lifestyle factors – interactive lecture.
Learners prepare their presentation: lifestyle factors.
Presentations (group/individual): lifestyle factors.
<b>Assignment 3: Assessing Fitness Levels (P4, P5, M2, D1)</b> Tutor introduces the assignment brief. Personal fitness levels assessed by participation in four different fitness tests for different components of fitness.
Conducting fitness tests – Group practical exercises to administer tests and interpret results.
<b>Assignment 4: Exploring Psychological Factors (P6, M3, D2)</b> Tutor introduces the assignment brief. Learners explore psychological factors and their effects on sports training and performance.
Examining personality traits: administer personality questionnaire and interpret results.
Concentration and the Sports Performer – DVD.
Exploring motivation, arousal and anxiety: effects on sports training and performance – interactive lecture.
Review of unit.

## Assessment guidance

For P1, learners need to describe the fitness requirements for achieving excellence in a selected sport. They need to describe the components of physical fitness and the components of skill-related fitness. Learners also need to describe three different fitness training methods and how these are used to achieve excellence in a selected sport (P2). Evidence can be a written report and/or a presentation.

When exploring lifestyle factors (P3) tutors could ask learners to complete a case study or presentation describing four factors that could hinder performance and suggest ways of enhancing performance through lifestyle changes. This assessment could be based on their own experiences of sports training and performance or those of a selected sports performer.

Learners also need to be able to assess their own level of personal fitness. When completing the fitness testing of this unit (P4) the tutor should observe learners completing fitness tests covering a total of four different components of fitness. Tutors should complete a witness statement or observation record sheet. It is important that after each fitness test is completed, learners produce an accurate written record of the results. When describing their results (P5) learners should comment on the national benchmarks that most tests have, this will enable them to assess their personal fitness level against normative data.

To explore psychological factors (P6), learners could complete a case study and written report that describes the effects these factors can have on sports training and performance. Alternatively, a sports psychologist as a guest speaker would enable learners to interact and gather information, in order to describe the effects psychological factors can have on sports training and performance.

For M1, which links to P1, learners will need to explain the physical fitness and skill-related fitness requirements for achieving excellence in a sport of their choice. Learners need to provide details and give reasons/evidence to support their explanation.

For M2, learners need to build on evidence for P5 by explaining their fitness test results and personal levels of fitness, identifying strengths and areas which could be improved. For M3, learners need to explain the effects that psychological factors can have on sports training and performance. Learners should give reasons or evidence for the effects.

For D1, learners need to evaluate their fitness test results and comment on their performance and personal level of fitness, and make recommendations as to how they could improve areas of fitness considering the levels required by elite sports performers. For D2, which builds on M3, learners need to analyse the effects that psychological factors have on sports training and performance. Learners need to identify each psychological factor, state how they are related and how each factor can affect sports training and performance.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Fitness and Training for Sporting Excellence	You have gained a sports coaching work experience placement. You have been asked to prepare a presentation to give to the team which focuses on the fitness and training methods needed to achieve excellence in their sport. After this you will lead a team discussion on lifestyle factors and how these affect sports.	Presentation and witness statement
P3	Exploring Lifestyle Factors		Case study or presentation
P4, P5, M2, D1	Assessing Fitness Levels	You have recently joined a local sports club, and the coach wants to assess your fitness levels in order to design a training programme. You have been asked to participate in four different fitness tests for different components of fitness.	Practical observation and record of results
P6, M3, D2	Exploring Psychological Factors	You are assuming the role of a sports psychologist and conduct interviews/group discussion with your peers to explore psychological factors and how these can affect sports training and performance.	Written report of questions and findings

## **Suggested resources**

### **Books**

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

Adams G M – *Exercise Physiology Laboratory Manual: Health and Human Performance* (McGraw Hill Higher Education, 2001) ISBN 9780072489125

Allen M B – *Sports Exercise and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc, 2005) ISBN 9781563088193

Buckley J, Holmes J, Mapp G – *Exercise on Prescription: Cardiovascular Activity for Health* (Butterworth-Heinemann, 1999) ISBN 9780750632881

Commons R, Rizzo G, Swales M – *Level 2 BTEC Firsts in Sport Student's Book* (Folens, May 2010) ISBN 9781850085157

Commons R, Rizzo G, Swales M – *Level 2 BTEC Firsts in Sport Teacher's Guide* (Folens, May 2010) ISBN 9781850085164

Dalgleish J, Dollery S – *The Health and Fitness Handbook* (Longman, 2001) ISBN 9780582418790

Davis J – *Fitness for Games Players* (NCF, 1996) ISBN 9780947850104

Franks B D, Howley E T – *Fitness Leader's Handbook* (Human Kinetics Europe, 1998) ISBN 9780880116541

Fulcher K, Fox P – *Your Personal Trainer: The Ultimate Guide to Getting Fit for any Sport* (Metro Books, 2002) ISBN 9781843580027

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

Moran G T, McGlynn G – *Cross Training for Sports: Programmes for 26 Sports* (Human Kinetics, 1997) ISBN 9780880114936

Scott A – *GCSE PE for Edexcel* (Heinemann, 2001) ISBN 9780435506360

Sharkey B J and Gaskill S E – *Fitness and Health* (Human Kinetics, 2006) ISBN 9780736056144

Watson A W S – *Physical Fitness and Athletic Performance: A Guide for Students, Athletes and Coaches* (Longman, 1996) ISBN 9780582091108

### **Journals**

*American College of Sport Medicine's Health and Fitness Journal*

*British Journal of Sports Medicine*

*Exercise and Sport Sciences Reviews*

*International Journal of Sports Science and Coaching*

*Medicine and Science in Sports and Exercise*

*Research Quarterly for Exercise and Sport*

**Websites**

<a href="http://www.acsm.org">www.acsm.org</a>	American College of Sports Medicine
<a href="http://www.bases.org.uk">www.bases.org.uk</a>	British Association of Sport and Exercise Sciences
<a href="http://www.humankinetics.com">www.humankinetics.com</a>	Human Kinetics
<a href="http://www.sportsci.org">www.sportsci.org</a>	Sport Science
<a href="http://www.sportscoachuk.org">www.sportscoachuk.org</a>	Sports Coach UK
<a href="http://www.topendsports.com">www.topendsports.com</a>	Top End Sports

# Unit 2: Practical Sport

Level:	<b>2</b>
Notional Learning Hours:	<b>100 (including 60 GLH)</b>
Unit value (NLH/10):	<b>10</b>
SRF unit code:	<b>20754G</b>

**This unit is internally assessed**

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## Unit aim

The aim of this unit is to develop learners' knowledge of the rules, skills and techniques for one team and one individual sport through practical application.

## Unit introduction

Participation in sport continues to grow, as people become more aware of the benefits of physical activity. The requirement to engage young people through sport is a priority on the Government agenda; on one hand because current national health statistics show that obesity in young children is rapidly increasing, and on the other hand because of our strive for excellence and success at major sporting events.

This unit focuses on developing and improving the learner's own practical sports performance. This is achieved through learners taking part in practical activities and reflecting on their own performance and that of other sports performers. At least one team and one individual sport should be studied, giving learners the opportunity to improve and develop their understanding.

On completion of this unit learners will be able to practise and refine their individual skills and techniques, experience tactics and team formations and be able to analyse their strengths and areas for improvement of themselves and others.

The rules and regulations of each sport should be investigated, and learners should apply the knowledge gained through observing officials in action. Learners could also be encouraged to take part in National Governing Body coaching and leadership awards to reinforce and extend their knowledge and qualifications in this area. Throughout the unit learners will be made aware of safe practice relating to players, officials, equipment and the environment.

Learners should be able to take part in sports offered by the centre, and those available as part of their community involvement. These may be sports at which they excel or have a particular interest in.

## Outcomes of learning

On completion of this unit a learner should:

- 1 Be able to demonstrate a range of skills, techniques and tactics in selected sports
- 2 Know the rules, regulations and scoring systems of selected sports
- 3 Know the roles and responsibilities of officials in selected sports
- 4 Be able to review sports performance.

## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Demonstrate use of practical skills, techniques and tactics appropriate for one team sport		
P2 Demonstrate use of practical skills, techniques and tactics appropriate for one individual sport	M1 Describe use of tactics appropriate for one team and one individual sport	D1 Justify use of tactics appropriate for one team and one individual sport, identifying areas for improvement
P3 Describe the rules, regulations and scoring systems for one team sport		
P4 Describe the rules, regulations and scoring systems for one individual sport	M2 Assess, using appropriate examples, the rules, regulations and scoring systems for one team and one individual sport	
P5 Describe the main roles and responsibilities of officials in one team sport		
P6 Describe the main roles and responsibilities of officials in one individual sport		

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P7 Produce, with tutor support, an observation checklist that could be used to review the sports performance of an individual or a team	M3 Design an observation checklist independently that could be used to review effectively the sports performance of an individual or a team	
P8 Use the observation checklist to review the sports performance of an individual or a team, identifying strengths and areas for improvement	M4 Explain the strengths and areas for improvement of an individual or a team, in one individual sport or one team sport, justifying recommendations for improvement	
P9 Use the observation checklist to review own sports performance in an individual sport or team sport, identifying strengths and areas for improvement	M5 Explain own strengths and areas for improvement in an individual sport or team sport, providing recommendations for improvement	D2 Analyse own strengths and areas for improvement in an individual sport or team sport, justifying recommendations for improvement



## Unit content

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### **1 Be able to demonstrate a range of skills, techniques and tactics in selected sports**

Skills and techniques:

- required to perform the sport effectively e.g. passing, receiving, shooting, dribbling, heading, tumbling, striking, throwing, starting, footwork, bowling, intercepting/tackling, dodging, creating space

Tactics:

- e.g. defensive, offensive, set plays, formations, marking, communication

Sports:

- team, e.g. association football, basketball, cricket, hockey, lacrosse, netball, rugby (league or union), rounders, volleyball, adapted team sports (wheelchair basketball)
- individual, e.g. golf, trampolining, table tennis, archery, squash, judo, cross-country, boccia, fencing

Recording evidence:

- e.g. diary, logbook, portfolio, video, audio, observation record, witness testimony, feedback sheets

### **2 Know the rules, regulations and scoring systems of selected sports**

Rules:

- rules (or laws) applied by the national or international governing body for the sport

Regulations:

- e.g. players and participants, equipment, playing surface, facilities, health and safety, time, officials (referee, umpire, judge, starter, timekeeper)

Scoring systems:

- method of scoring goals or points
- method and requirements of victory

### **3 Know the roles and responsibilities of officials in selected sports**

Roles:

- e.g. umpire, referee, judge, scorer, timekeeper, assistants, starter, table officials, 3<sup>rd</sup> umpire, 4<sup>th</sup> official

Responsibilities:

- e.g. appearance, equipment, fitness, qualifications, interpretation and application of rules, control of players, accountability to spectators, health and safety (equipment, facilities, players), fair play, use of technology, effective communication (voice, whistle, signals)

### **4 Be able to review sports performance**

Performance:

- e.g. specific to sport, statistics and data, scoring and conceding, time, distance, height, passes, interceptions, discipline

Analysis:

- observation checklist
- strengths and areas for improvement, e.g. demonstration of skills, techniques and tactics, knowledge, application and respect for the rules and regulations, communication, teamwork, preparation, health and safety

Review:

- feedback, e.g. from participants, supervisors, peers, observers
- strengths and areas for improvement

Improvements:

- short-term and long-term goals, e.g. individual skills, tactics and teamwork, fitness, training programme, use of technology, courses, where to seek help and advice

## Information for delivery staff

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### Essential requirements

Learners will need access to the appropriate environment or facilities and equipment required for the activities, as well as to resources related to analysis, for example recording equipment.

### Employer engagement and vocational contexts

This unit focuses on practical aspects of team and individual sports and will provide learners with the background knowledge covering a variety of sports skills, techniques, tactics and application of rules and regulations.

Centres are encouraged to create and develop links with local sports coaching professionals and sports development departments. This could be via guest lectures, sports workshops or visits to see sports coaching/ leadership in action.

When learning about the rules and regulations of sport, learners could be encouraged to work with young children who may be new to competitive sport. Learners could develop and apply their knowledge by leading sports sessions and workshops.

### Delivery guidance

In order to study this unit, learners should have a basic knowledge of sport. They should be encouraged to participate in a variety of team and individual sports. Centres are encouraged to offer sports that are new (or have not been covered in previous practical sessions) to enable learners to develop new skills and techniques. Access should be given to learners of all sporting abilities and mixed gender activities are encouraged where appropriate.

Adequate time should be given to each sport to allow for the depth and breadth of study needed to cover the unit content.

This unit has been designed to give learners the knowledge to develop and improve their own practical skills and techniques in sporting activities. They should also become more tactically astute in the sports that they participate in. The time spent researching the rules, regulations, scoring systems and roles and responsibilities of officials may also make them more competent practitioners and role models for others.

Access to, and completion of, Level 1 officiating courses in each sport (team and individual) would make this section more practical and more relevant to learners. Tutors should introduce learners to skills and techniques using simple practices and drills, which show progression through to the game and/or competitive situation. Learners should produce a logbook, diary or portfolio of their experiences in the sport, including any practices, training or trials they have completed at local, regional or national level. Observation records or feedback sheets and success in leadership or National Governing Body awards could be used as evidence of performance.

Learners will be asked to observe and analyse their own performance as well as the performance of other players, groups or teams in the selected sports. Centres will determine the focus of the observation. Tutors should encourage each learner to use a variety of methods to collate their evidence. Statistical evidence, and that of a more objective nature, should be used alongside subjective assessments and opinions. Tutors should spend some time in the classroom looking at different ways to gather evidence to assess performance accurately. Analysis of other players/performers should give learners the knowledge to develop and improve their own performance.

This unit should be delivered in a practical context wherever possible. Coaches, trainers and officials from the community could be invited to deliver some aspects. Learners could simulate the roles of different officials. Practical work should be supported by theory delivered both in the field and within the classroom. Learners should be encouraged to complete their portfolio/diary/logbook on a regular and continuous basis.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

<b>Topic and suggested assignments/activities/assessment</b>
Introduction and overview of the unit.
<b>Assignment 1: Practical Diaries (P1, P2, M1, D1)</b>
Tutor introduces the assignment brief.
Practical team sports – introduce a team sport: introduce skills, techniques, tactics of the team sport. Learners to develop the ability to demonstrate the basic skills and techniques for the sport.
Practical individual sports – introduce an individual sport: introduce skills, techniques, tactics of the individual sport. Learners to develop the ability to demonstrate the basic skills and techniques for the sport.
<b>Assignment 2: Rules, Regulations and Scoring Systems for a Team Sport and an Individual Sport and the Roles and Responsibilities of Umpires/Officials (P3, P4, M2, P5, P6)</b>
Tutor introduces the assignment brief.
Theory session: rules, regulations and scoring systems for a team sport.
Practical application of the rules and regulations of a team sport.
Introduce the roles of officials in a team sport.
Introduce the responsibilities of officials in a team sport; observation of officials in action.
Theory session: rules, regulations and scoring systems for an individual sport.
Practical application of the rules and regulations of an individual sport.
Introduce the roles of officials in an individual sport.
Introduce the responsibilities of officials in an individual sport; observation of officials in action.

Topic and suggested assignments/activities/assessment
<p><b>Assignment 3: Performance Analysis of an Individual or Team, in One Individual Sport or One Team Sport. Review of Own Performance in an Individual or Team Sport (P7, M3, P8, M4, P9, M5, D2)</b></p> <p>Tutor introduces the assignment brief.</p>
Discuss methods of assessment for analysing sports performance.
Undertake player/team analysis – practical observations.
Undertake review of own performance in an individual sport or team sport. Includes time allocated for learners to collect feedback for the performance review.
Provide feedback to a sports individual or team, commenting on areas for improvement for the individual sports performer or team analysed.
Evaluation of the unit.

### Assessment guidance

For P1 and P2, learners will need to complete a series of practical sessions for a team sport (P1) and then further sessions for an individual sport (P2). The session should be led by a qualified instructor or tutor for each of the selected sports. Each session should concentrate on specific skills, techniques and tactical drills as appropriate for each sport. Learners should keep a practical diary that shows their own involvement and the requirements of each skill and technique they have covered. The use of diagrams may help learners in describing each session they participate in.

For P3 and P4, learners must summarise the main rules, regulations and scoring systems for a team sport (P3) and an individual sport (P4). The rules that are selected should be the basic rules needed to participate successfully in the sport. For example, there will be no need for a learner to explain the recent new ruling in football that it is a yellow card offence if a footballer removes their shirt during a competitive match (this rule will not enhance a beginner's knowledge of how to play the sport). Learners should imagine that they are teaching an absolute beginner how to play the sport for the first time.

For P5 and P6, learners will identify the key officials in a team (P5) and an individual sport (P6), for example, in football the referee, the assistant referees, the fourth official. After the learner has identified the key officials in a sport they will describe the main roles and responsibilities of each official in the selected sport. Learners will have to consider appearance, equipment used, qualifications required to officiate in selected sports at selected levels, interpretation and application of rules, control of players, health and safety of players, facilities, other officials, fair play, use of technology when appropriate, effective communication (whistle, signals, verbal and body language).

For P7, learners must produce an observation checklist that can be used to assess the skills, techniques and tactics of an individual or a team. The observation checklist should consist of the basic skills and tactics of the selected sport. The checklist should also include a format to assess the skills, techniques and tactics separately. The assessment may be a tick list with performance indicators to choose from, for example, a table with columns: excellent, very good, good, satisfactory, weak, and very weak. To meet P7, learners may require tutor support in producing the checklist. Support could be in the form of tutor guidance on the skills, techniques and tactics required for the selected sport. If a learner does require such support, M3 cannot be achieved.

For P8, learners must complete the observation checklist produced for P7. The checklist should be completed by the learner whilst watching the sport being played in a competitive situation, either during the live performance or on a video, providing a list of strengths and areas for improvement. Using the checklist, learners will need to review the sports performance of an individual sports performer or a team.

For P9, learners should conduct a self-analysis of their own performance in an individual sport or a team sport. To do this they must complete the observation checklist produced for P7. The checklist could be completed by the learner whilst watching a video recording of their own performance. After completing the observation checklist learners should identify strengths and areas for improvement in their own performance in the individual sport or team sport.

For M1, learners must discuss how tactics can and should be applied correctly in a team and an individual sport. Learners should describe how, if applied correctly, tactics can be used to improve attack or defence in each sport. Learners should describe how to apply tactics correctly, assuming that the reader has never applied a tactic in either the selected team or individual sport.

For M2, learners must assess each of the key rules, regulations and scoring systems for both the team and individual sports selected. They must state in detail how each rule is implemented in the sports. Learners should comment on examples of how these rules are applied in the sport to show the reader how rules are used in each of the specific sports.

For M3, learners must, independently, design an observation checklist that can be used to assess effectively the performance of skills, techniques and tactics of an individual sport or a team sport. The observation checklist should consist of the basic skills and tactics of the selected sport. The checklist should also include a format to assess the skills, techniques and tactics separately. The assessment may be a tick list with performance indicators to choose from, for example a table with columns: excellent, very good, good, satisfactory, weak, very weak. To fully meet this criterion the learner must design the observation checklist independently, without tutor support.

For M4, learners must explain the strengths and areas for improvement from the performances that they observed and assessed using the checklists. Learners should explain to the reader why the strengths were strengths and what the weaknesses of the performance were. Learners should also identify what needs to be done to improve the weak areas identified from the observations of an individual sport or team sport.

For M5, learners must explain the strengths and areas for improvement of their own performance in either a team sport or an individual sport. They should explain to the reader why the strengths were strengths and what the weaknesses of the performance were. Learners should also identify what needs to be done to improve the weak areas identified from the observations of their own performance.

For D1, learners must justify how and when the use of specific tactics should be used in specific situations in both team and individual sports. Learners should discuss how and when to apply tactics correctly, and identify how the application of correct tactics could improve team and individual performance.

For D2, learners must analyse the strengths and areas for improvement in their own performance, in one individual sport or team sport. Learners must provide specific details of how they displayed these strengths and weaknesses in the observed situations and how these strengths and weak areas can be improved or maintained as appropriate. Learners also need to justify their recommendations for improvement.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1, D1	Practical Diaries	You are participating in a summer sports training camp to help improve your skills, techniques and tactics in practical sport. Participate in one team and one individual sport, complete a diary commenting on your own development, describing the skills, techniques and tactics covered in each session.	Practical observation and assessment Written evidence/blog
P3, P4, P5, P6, M2	Rules, Regulations and Scoring Systems for a Team Sport and an Individual Sport and the Roles and Responsibilities of Umpires/Officials	Produce a summary of the main rules, regulations and scoring systems of one team and one individual sport. Assess the roles and responsibilities of officials in each sport.	Written evidence

Criteria covered	Assignment title	Scenario	Assessment method
P7, P8, P9, M3, M4, M5, D2	Performance Analysis of an Individual or Team, in One Individual Sport or One Team Sport. Review of Own Performance in an Individual or Team Sport	Produce an observation checklist to assess sports performance for one individual sport or one team sport. Assess and review performance of an individual or team. Review own sports performance.	Completed observation checklists Written report Witness testimony/ completed observation records for self-assessment

## Suggested resources

### Books

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

Barham et al – *Animated Skill Drills for Netball Coaching – Animated Sports Coaching* (Tacklesport Ltd, 2000) ISBN 9780953816637

Commons R, Rizzo G, Swales M – *Level 2 BTEC Firsts in Sport Student's Book* (Folens, May 2010) ISBN 9781850085157

Commons R, Rizzo G, Swales M – *Level 2 BTEC Firsts in Sport Teacher's Guide* (Folens, May 2010) ISBN 9781850085164

Cushing and Cushing – *Animated Skill Drills for Rugby Union Coaching – Animated Sports Coaching* (Tacklesport Ltd, 1997) ISBN 9780953816606

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

Jones L – *Animated Skill Drills for Cricket Coaching – Animated Sports Coaching* (Tacklesport Ltd, 1999) ISBN 9780953816613

Knowles et al – *Animated Skill Drills for Soccer Coaching – Animated Sports Coaching* (Tacklesport Ltd, 1999) ISBN 9780953816620

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

### Websites

<a href="http://www.britishswimming.org">www.britishswimming.org</a>	Amateur Swimming Association
<a href="http://www.badmintonengland.co.uk">www.badmintonengland.co.uk</a>	Badminton Association of England
<a href="http://www.britishathletics.org.uk">www.britishathletics.org.uk</a>	British Athletics
<a href="http://www.britishcycling.org.uk">www.britishcycling.org.uk</a>	British Cycling



<a href="http://www.british-gymnastics.org.uk">www.british-gymnastics.org.uk</a>	British Gymnastics
<a href="http://www.britishvolleyball.org">www.britishvolleyball.org</a>	British Volleyball Association
<a href="http://www.englandbasketball.co.uk">www.englandbasketball.co.uk</a>	English Basketball Association
<a href="http://www.thefa.com">www.thefa.com</a>	The Football Association
<a href="http://www.lta.org.uk">www.lta.org.uk</a>	The Lawn Tennis Association
<a href="http://www.rfu.com">www.rfu.com</a>	The Rugby Football Union
<a href="http://www.sportsleaders.org">www.sportsleaders.org</a>	Sports Leaders UK
<a href="http://www.sportsofficialsuk.com">www.sportsofficialsuk.com</a>	Sports Officials UK
<a href="http://www.teamgb.com">www.teamgb.com</a>	The British Olympic Association
<a href="http://www.uksport.gov.uk">www.uksport.gov.uk</a>	UK Sport

# Unit 3: Outdoor and Adventurous Activities

Level:	<b>2</b>
Notional Learning Hours:	<b>100 (including 60 GLH)</b>
Unit value (NLH/10):	<b>10</b>
SRF unit code:	<b>20755G</b>

**This unit is internally assessed**

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## Unit aim

This unit will give learners an opportunity to participate in exciting outdoor and adventurous activities such as rock climbing, snowboarding, kayaking, sailing and caving. The unit allows learners to develop and apply new practical skills and techniques.

## Unit introduction

Outdoor and adventurous activities are becoming increasingly popular. The challenge of these activities lies in the associated element of uncertainty and risk. It is the very essence of uncertainty and managing risk that makes adventure appealing and exciting for so many. Only through using a combination of knowledge and skill can the participant successfully undertake outdoor and adventurous activities.

This unit will develop learners' experiences, techniques, skills and knowledge in two outdoor and adventurous activities. As part of the unit learners will develop a range of techniques and apply them skilfully to meet an appropriate challenge. Examples may include learning the techniques of land navigation and then using these to make a journey in wild country or, after learning techniques, to climb in balance, successfully climbing a difficult graded route.

Learners will take part in a planned programme under the guidance of a qualified instructor. Learners will gain an understanding of some of the wider issues associated with their chosen outdoor and adventurous activities, such as safe participation, environmental impact, equipment, where the local clubs are and how the sport is coordinated through the National Governing Body.

Learners' practical programmes will be planned to ensure targets for progression are set, taking into account learner ability.

## Outcomes of learning

On completion of this unit a learner should:

- 1 Know the organisation and provision of outdoor and adventurous activities
- 2 Know health and safety considerations and environmental impacts associated with participation in outdoor and adventurous activities
- 3 Be able to demonstrate techniques and skills associated with selected outdoor and adventurous activities
- 4 Be able to review performance in outdoor and adventurous activities.

## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Describe the organisation and provision of outdoor and adventurous activities	M1 Compare the organisation and provision of outdoor and adventurous activities	
P2 Describe the health and safety considerations associated with participation in outdoor and adventurous activities	M2 Explain health and safety considerations associated with participation in outdoor and adventurous activities, identifying precautions and actions that can be taken, or used, in relation to them	D1 Explain precautions and actions that can be taken, or used, in relation to health and safety considerations associated with participation in outdoor and adventurous activities
P3 Produce a risk assessment for a selected outdoor and adventurous activity		
P4 Describe environmental impacts associated with participation in outdoor and adventurous activities	M3 Explain the environmental impacts associated with participation in outdoor and adventurous activities, identifying precautions and actions that can be taken, or used, to reduce them	D2 Explain precautions and actions that can be taken, or used, to reduce the environmental impacts associated with participation in outdoor and adventurous activities
P5 Demonstrate techniques and skills appropriate to outdoor and adventurous activities	M4 Review and justify choice of techniques demonstrated in outdoor and adventurous activities	

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P6 Review the performance of another individual participating in outdoor and adventurous activities, identifying strengths and areas for improvement		
P7 Carry out a review of own performance in outdoor and adventurous activities, identifying strengths and areas for improvement	M5 Explain identified strengths and areas for improvement in own performance in outdoor and adventurous activities, making recommendations for further development of identified areas for improvement	D3 Justify recommendations relating to identified areas for improvement in own performance in outdoor and adventurous activities

## Unit content

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### **1 Know the organisation and provision of outdoor and adventurous activities**

Organisation:

- e.g. National Governing Bodies, coaching schemes and leadership awards, clubs, training opportunities, employment

Provision:

- e.g. local, national, access, range, geographical differences, sites and centres

### **2 Know health and safety considerations and environmental impacts associated with participation in outdoor and adventurous activities**

Health and safety:

- e.g. National Governing Body guidelines, Adventurous Activities Licensing Authority, Health and Safety Executive

Risk assessment:

- hazards
- who might be affected
- likelihood of occurrence
- severity
- risk rating
- measures to minimise and manage risk

Environmental impacts:

- e.g. erosion, wildlife disturbance, pollution, construction of facilities

### **3 Be able to demonstrate techniques and skills associated with selected outdoor and adventurous activities**

Techniques and skills:

- e.g. movement, tactics, use of equipment, decision making, communication, interaction, specific to activities

Outdoor and adventurous activities:

- e.g. orienteering, rock climbing, skiing, snowboarding, canoeing, kayaking, sailing, windsurfing, mountain biking, body boarding, surfing, caving

Recording evidence:

- e.g. diary, logbook, portfolio, video, audio, observation record, feedback sheets

#### **4 Be able to review performance in outdoor and adventurous activities**

Review:

- performance
- feedback (e.g. from participants, supervisor, peers, observers)
- strengths and areas for improvement
- against plan and National Governing Body guidelines
- set SMART (specific, measurable, achievable, realistic, time-bound) targets
- development plans
- development opportunities, e.g. specific training and courses

## Information for delivery staff

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### Essential requirements

To deliver this unit effectively centres will need a range of specialist outdoor equipment, to include personal protective equipment, such as waterproofs, helmets and wetsuits, as well as specialist activity equipment such as ropes and kayaks. Alternatively, centres need to be located within close proximity to appropriate outdoor locations and have access to outdoor centres which can provide specialist equipment and knowledge.

### Employer engagement and vocational contexts

This unit focuses on the safe, practical participation in outdoor and adventurous activities and the impact such participation has on the environment and participants. It also examines the organisations which exist within the outdoor industry.

Learners will start to develop the personal skills needed to become good practitioners in the outdoors. This unit will help learners to acquire the personal experience needed to enrol on the National Governing Body qualification structures which exist in the outdoor industry.

Centres are encouraged to visit outdoor centres and to invite outdoor professionals to visit the centre as guest speakers.

### Delivery guidance

This unit should be delivered in a predominantly practical way, with theory sessions used to reinforce and underpin skill acquisition and understanding. Learners should be taught about the organisation and provision of outdoor and adventurous activities.

Learners will need to be supervised by a suitably qualified instructor, or member of staff, and tutors need to be aware of their legal responsibilities.

Centres should recognise that learners need experience and should provide skill acquisition in at least two outdoor and adventurous activities. Throughout this unit, the term 'outdoor and adventurous activities' refers to one activity, and learners are required to participate in two activities. Examples of outdoor and adventurous activities are provided in the Unit content. Previous experience of learners should be taken into account to ensure that they engage in activities at a level that is appropriate for their ability.

This unit gives learners the knowledge and opportunity to develop and improve their own practical skills and techniques in two outdoor and adventurous activities. Centres should choose activities to which they have adequate access. Activity locations need to be selected with the objectives of the session and the ability of the group in mind. Locations should enable learners to extend their techniques, skills, and knowledge of the activity safely. This may involve travelling away to suitable locations. However, the use of local resources to help develop basic techniques and skills should not be overlooked.

An example of a local resource would be using a local indoor climbing wall before travelling to a rock climbing site, or navigating on a local orienteering course to develop map and compass skills before travelling to a mountainous area to engage in hill walking.

The health and safety considerations associated with outdoor and adventurous activities should be covered and illustrated through practical delivery. Learners should be made aware of the risk factors associated with outdoor and adventurous activities and learn how to conduct both written and dynamic risk assessments. Learners should also cover the impact that these activities can have on the environment.

Learners will be asked to review their own performance in each of the selected activities and review the performance of another individual. Tutors should encourage each learner to use a variety of methods to collate their evidence. Feedback from others, for example, participants, supervisor, peers and observers should be used to identify strengths and areas for improvement. Tutors should spend some time ensuring that learners' targets conform to SMART criteria.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

<b>Topic and suggested assignments/activities/assessment</b>
Tutor to introduce and give overview of unit.
<b>Assignment 1: Organisation and Provision of Outdoor and Adventurous Activities (P1, M1)</b>
Tutor introduces the assignment brief.
Tutor to lead investigation and description of two different types of outdoor and adventurous activity.
Learners to carry out independent work describing the organisation and provision of two different types of outdoor and adventurous activity.
Tutor to lead practical outdoor and adventurous activity experience to examine the differing activities.
Tutor to discuss the influence of safety considerations on practical outdoor and adventurous activities.
<b>Assignment 2: Health and Safety Considerations in Outdoor and Adventurous Activities (P2, M2, D1)</b>
Tutor introduces the assignment brief.
Learners to carry out independent work on health and safety considerations associated with outdoor and adventurous activities.
Tutor to explain techniques for carrying out risk assessments.
<b>Assignment 3: Carrying Out a Risk Assessment (P3)</b>
Tutor introduces the assignment brief.
Tutor to lead evaluation of environmental considerations impacting on and influencing outdoor and adventurous activities.



<b>Topic and suggested assignments/activities/assessment</b>
<b>Assignment 4: Environmental Impacts Associated with Participation in Two Outdoor and Adventurous Activities (P4, M3, D2)</b>
Tutor introduces the assignment brief.
Practical outdoor and adventurous activity experience, exploring environmental considerations.
Learners to carry out independent work on environmental considerations associated with outdoor and adventurous activities.
Tutor to lead practical outdoor and adventurous activity experience exploring the hazards associated with the activity.
Learners to carry out risk assessments in two outdoor and adventurous activities.
Practical outdoor and adventurous activity experience.
Practical outdoor and adventurous activity experience.
<b>Assignment 5: Practical Demonstration of Techniques and Skills (P5, M4)</b>
Tutor introduces the assignment brief.
Personal demonstration and assessment of practical outdoor and adventurous activity techniques and skills.
Personal demonstration and assessment of practical outdoor and adventurous activity techniques and skills. Includes time allocated for learner to observe performance of another individual.
Personal demonstration and assessment of practical outdoor and adventurous activity techniques and skills. Includes time allocated for learner to observe performance of another individual.
Tutor-led review of personal performance in practical outdoor and adventurous activities.
<b>Assignment 6: Reviewing Performance (P6, P7, M5, D3)</b>
Tutor introduces the assignment brief.
Learners to carry out independent work on reviewing own performance in outdoor and adventurous activities and the performance of another individual.
Review of unit.

## Assessment guidance

Assessment of this unit lends itself to a variety of methods, combining written evidence supplied by the learner and observation records, supplied by observers and tutors.

For P1, learners will need to describe the organisation and provision of the two selected activities. Assessment evidence may take the form of a booklet, presentation, posters or written report. Learners should ensure that they show a sound awareness of how their activities are organised and what provision exists both locally and nationally. Learners may investigate employment opportunities and this may take the form of a collection of adverts from magazines or from the internet where applicable.

For criteria P2 and P3, learners need to demonstrate a sound knowledge of the health and safety considerations related to their chosen activities and produce a risk assessment. This should take into account the full range of hazards and risks including the realistic actions needed to minimise risk to an acceptable level. Learners may model their report on an example of good practice, using an outdoor centre or local education authority format. However, it should be stressed that, although the framework may be adopted, the actual identification of hazards and risks, and actions to be taken, should be their own work.

For P4, learners need to describe the environmental impacts associated with participation in two outdoor and adventurous activities.

For P5, learners need to demonstrate techniques and skills that they have mastered successfully in each of their chosen activities. Learners should be able to make a basic assessment of their own ability and understand how and when to use the techniques they have been taught. This may be evidenced through an observation report followed up by an oral review after each training session. Building on their understanding and ability to demonstrate individual techniques, learners should be set appropriate challenges so that they have to select and use their techniques skilfully. Tutors may wish to use video evidence and observation reports to evidence this practical aspect.

For P6, learners must review the performance of another individual participating in two outdoor and adventurous activities, as well as reviewing their own performance (P7). Learners will need a sound knowledge and understanding of their activities. Learners should keep a diary or log for all training sessions and should reflect on their strengths and areas for improvement. They should maintain observations for another individual using this means. It may help if learners have a framework to guide them and a SWOT analysis (strengths, weaknesses, opportunities, threats) may be helpful. Learners may wish to refer to feedback from instructors/tutors, video evidence or similar. Based on this assessment, learners should make recommendations for self-improvement and improvement to the performance of another individual. Learners will need to provide a future training plan taking into account SMART targets (specific, measurable, attainable, realistic, time-bound) and identifying resources necessary to progress. Learners do not need to follow this plan.

For M1, learners should compare the organisation and provision of their selected activities, building on the evidence they generated to meet P1.

For M2, learners need to explain the use of health and safety considerations they have described (P2). This could require them to explain why certain procedures are used for different activities or how they are used in different centres.

For M3, learners need to explain what impacts the activities they have studied have on the environment. This could be erosion, pollution, carrying capacities of the different areas and how these can be reduced or eradicated using environmental approaches when participating in the activities.

M4 requires learners to reflect on the type of skills and techniques they have used when participating in two different activities and to justify their choice of techniques. For M5, learners need to explain their personal strengths and areas for improvement and explore how they can develop their skills further.

D1 can be achieved by learners looking at potential hazards and the procedures used to manage health and safety, explaining how they are used to reduce potential health and safety issues. For D2, learners need to explain the precautions and actions taken, or used, to reduce environmental impacts associated with participation in the two outdoor and adventurous activities. D3 requires learners to justify their choices and recommendations for improvement in their performance in outdoor and adventurous activities.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
		You are working at an outdoor pursuits centre and have been asked to assist the instructors with the induction of a group of students who are on a residential visit. You have been asked to cover the following:	
P1, M1	Organisation and Provision of Outdoor and Adventurous Activities	A theoretical description of what the activities involve, organisations that run these activities and the provision for these activities.	Written report
P2, M2, D1	Health and Safety Considerations in Outdoor and Adventurous Activities	A theoretical description of the health and safety considerations in outdoor and adventurous activities.	Written report
P3	Carrying Out a Risk Assessment	Risk assessments and application of risk management to different activities.	Risk assessment
P4, M3, D2	Environmental Impacts Associated with Participation in Two Outdoor and Adventurous Activities	The environmental considerations during participation in outdoor and adventurous activities.	Practical observation Written report
P5, M4	Practical Demonstration of Techniques and Skills	Learners practically demonstrate techniques and skills in two outdoor and adventurous activities	Practical observation and assessment Diary or log

Criteria covered	Assignment title	Scenario	Assessment method
P6, P7, M5, D3	Reviewing Performance	Self-reflection on own performance in practical activities and the performance of another individual.	Learner presentations Diary or log Written report

## Suggested resources

### Books

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

Barton B – *Safety, Risk and Adventure in Outdoor Activities* (Paul Chapman Publishing, 2006) ISBN 9781412920780

Commons R, Rizzo G, Swales M – *Level 2 BTEC Firsts in Sport Student's Book* (Folens, May 2010) ISBN 9781850085157

Commons R, Rizzo G, Swales M – *Level 2 BTEC Firsts in Sport Teacher's Guide* (Folens, May 2010) ISBN 9781850085164

Cox D – *The Sailing Handbook* (New Holland Publishers, 2003) ISBN 9781845377526

Creasy M – *The Complete Rock Climber* (Lorenz, 1999) ISBN 9781859679081

Duff J and Gormly P – *First Aid and Wilderness Medicine* (Cicerone Press, 2007) ISBN 9781852845001

Ferrero F – *British Canoe Union Canoe and Kayak Handbook: Handbook of the British Canoe Union* (PESDA, 2006) ISBN 9780954706166

Foster N – *Open Canoe Techniques* (Globe Pequot Press, 2003) ISBN 9781898660262

Hill P – *Mountain Skills Training Handbook* (David and Charles, 2009) ISBN 9780715331651

Hill P – *The Complete Guide to Climbing and Mountaineering* (David and Charles, 2008) ISBN 9780715328422

Long S – *Hill Walking* (The Mountain Training Trust, 2003) ISBN 9780954151102

Martin B, Cashel C, Wagstaff M, Breunig M – *Outdoor Leadership: Theory and Practice* (Human Kinetics, 2006) ISBN 9780736057318

Royal Yachting Association – *Sail Cruising and Yachtmaster Scheme G15/07* (Royal Yachting Association, 2004) ISBN 9781905104987

Royal Yachting Association – *National Sailing Scheme Logbook G4/05* (Royal Yachting Association, 2005) ISBN 9780901501455

## **Journals**

*Canoeist*

*Climber*

*Mountain Biking UK*

*Paddles*

*Snowboard UK*

*Windsurf*

*Yachts and Yachting*

## **Websites**

[www.bcu.org.uk](http://www.bcu.org.uk)

British Canoe Union

[www.british-caving.org.uk](http://www.british-caving.org.uk)

British Caving Association

[www.thebmc.co.uk](http://www.thebmc.co.uk)

British Mountaineering Council

[www.naturalengland.org.uk](http://www.naturalengland.org.uk)

Natural England

[www.ramblers.org.uk](http://www.ramblers.org.uk)

The Ramblers Association

[www.rya.org.uk](http://www.rya.org.uk)

Royal Yachting Association

# Unit 4: Anatomy and Physiology for Sport

Level:	<b>2</b>
Notional Learning Hours:	<b>50 (including 30 GLH)</b>
Unit value (NLH/10):	<b>5</b>
SRF unit code:	<b>20756G</b>

**This unit is internally assessed**

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## Unit aim

The aim of this unit is to develop learners' knowledge of the structure and function of the skeletal, muscular, cardiovascular and respiratory systems of the human body.

## Unit introduction

A healthy body is an amazing piece of machinery which allows us to go from total rest to all-out sprinting in a matter of seconds. Trained sportspeople are able to run, cycle and swim marathon distances. This ability is due to the efficiency of the physiological systems that work together to enable such activity. Knowledge of these systems is imperative in the sport and exercise industries in order to appreciate how the body copes with the stress of exercise.

This unit explores the foundation of anatomy and physiology of the four main body systems.

The unit starts by exploring the skeletal system and includes the main bones, joints and movement. The muscular system is then introduced; the main muscles, antagonistic pairs and types of contraction are covered. The structure and function of the cardiovascular system is also covered which includes the structure of the heart and the blood vessels that carry blood all around the body. To complete the unit, the respiratory system is explored and includes the mechanics of breathing and gaseous exchange.

## Outcomes of learning

On completion of this unit a learner should:

- 1 Know the structure and function of the skeletal system
- 2 Know the structure and function of the muscular system
- 3 Know the structure and function of the cardiovascular system
- 4 Know the structure and function of the respiratory system.

## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Describe the structure and function of the skeletal system		
P2 Describe the different types of joint and the movements allowed at each	M1 Explain the movements occurring at two synovial joints during different types of physical activity	
P3 Identify the major muscles of the body		
P4 Describe the different types of muscle and muscle movements	M2 Give examples of different types of muscular contraction relating to different types of physical activity	D1 Analyse the musculoskeletal actions occurring at four synovial joints during different types of physical activity
P5 Describe the structure and function of the cardiovascular system		
P6 Describe the structure and function of the respiratory system	M3 Explain how the cardiovascular and respiratory systems work together to supply the body with oxygen	D2 Evaluate how the cardiovascular system and respiratory system work together to supply the body with oxygen and remove carbon dioxide

## Unit content

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### 1 Know the structure and function of the skeletal system

Structure of the skeletal system:

- bones (skull, sternum, ribs, vertebral column, clavicle, scapula, humerus, radius, ulna, pelvis, femur, tibia, fibula, patella)

Function of the skeletal system:

- protection
- movement
- shape
- support
- blood production

Joints:

- classifications (fixed, slightly moveable, freely moveable/synovial joints)
- joint structure
- synovial joints range of movement

Movement:

- flexion
- extension
- adduction
- abduction
- rotation
- circumduction
- examples from relevant sporting movements, e.g. the shoulder and elbow joints during an overarm tennis service



## **2 Know the structure and function of the muscular system**

Major muscles:

- triceps
- biceps
- quadriceps
- hamstrings
- deltoids
- gluteus maximus
- gastrocnemius
- abdominals
- obliques
- pectorals
- trapezius
- erector spinae
- location

Types of muscles:

- voluntary (skeletal)
- involuntary (smooth)
- heart (cardiac)
- structure
- function

Muscle movements:

- antagonistic pairs
- types of contraction (concentric, eccentric, isometric)

### **3 Know the structure and function of the cardiovascular system**

Structure of the cardiovascular system:

- atria
- ventricles
- septum
- tricuspid valve
- bicuspid valve
- semi-lunar valves
- main blood vessels leading into and out of the heart (aorta, pulmonary vein, pulmonary artery, vena cavae)
- blood vessels (structure and function)
- arteries
- arterioles
- capillaries
- veins and venuoles

Function of the cardiovascular system:

- blood flow through the heart and to the body and lungs
- taking up oxygen and 'unloading' carbon dioxide
- thermoregulation (vasodilation and vasoconstriction of vessels)

### **4 Know the structure and function of the respiratory system**

Structure of the respiratory system:

- epiglottis
- trachea
- bronchus
- bronchioles
- alveoli
- diaphragm
- intercostal muscles

Function of the respiratory system:

- mechanics of breathing (inspiration and expiration)
- gaseous exchange (alveoli, diffusion of oxygen into the blood, carbon dioxide out of the blood and into the lungs)

## Information for delivery staff

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### Essential requirements

Learners will need access to diagrams of the skeletal, muscular, cardiovascular and respiratory systems.

Models of each body system would be of benefit but are not essential for unit delivery.

### Employer engagement and vocational contexts

This unit focuses on the anatomy and physiology of the body and will give learners the background knowledge needed to work in a fitness suite, leisure club or gym. Centres are encouraged to develop links with local health education professionals and health fitness instructors so that learners can understand the importance of learning about the structure and function of the human body in order to pursue a career in the sport and fitness industry.

### Delivery guidance

The aim of this unit is to give learners a sound understanding of the skeletal, muscular, cardiovascular and respiratory systems.

A wide range of delivery methods should be used including lectures, tutorials, presentations, videos, worksheets, anatomy models, laboratory work and internet sources. There will be a great deal of scientific anatomical language that may be daunting for some learners, so practical application should be used wherever possible.

Study of the skeletal system requires the use of diagrams, and preferably a life-sized, hinged model skeleton. Disarticulated bones and models of human joints should also be accessible. X-rays can be used to illustrate the different bones of the skeleton. Dissection of an animal joint may help to demonstrate the components of a synovial joint.

Study of the muscular system requires pictures of, or access to, microscopes and slides of cardiac, voluntary and involuntary muscles in order for learners to see the differences between the tissues. Diagrams of the muscular system showing all the named muscles will also be required. In order for learners to understand the concept of muscles working in antagonistic pairs, it would be useful for them to watch a DVD/video, or relevant internet sites that show how the muscles relax and contract as a pair.

To explore the cardiorespiratory system learners could use laboratory work where they watch or take part in a dissection of animal hearts and lungs. Again, labelled diagrams and hand-drawn diagrams should be used to show the anatomical structure of the heart, circulatory and respiratory systems.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

<b>Topic and suggested assignments/activities/assessment</b>
Introduction and overview of the unit.
Structure of the skeleton. Main bones named and labelled on a diagram. Use of an articulated skeleton to show learners the different bones.
<b>Assignment 1 - The Musculoskeletal System (P1, P2, P3, P4, M1, M2, D1)</b> Tutor introduces the assignment brief.
Structure and classification of joints – diagrams from textbooks and worksheets to illustrate each classification of joint. Models of joints for learners to examine and see how much movement each type of joint allows. Structure of a synovial joint – diagram for learners to label. Learners draw the diagram themselves.
Function of the skeleton – learners work in small groups to work out the functions of the skeleton. Learners feedback to the rest of the group and the tutor ensures all five functions are covered
DVD to show learners and recap on the structure and function of the skeleton.
Different types of movement – terminology of each type of joint movement is taught. Learners then take part in practical activities to fully understand the terminology and apply it to sporting movements.
Assessment of the skeletal system – learner practical task.
Structure of the muscular system. Main muscles named and labelled on a diagram. Learners take part in practical activities (e.g. sticky label game) to help reinforce learning.
Different type of muscles. Learners are taught about the different types of muscle and the properties of each. Learners then view microscope slides of each type of muscle and draw diagrams to help illustrate the differences between them.
Muscle movements. The principle of antagonistic pairs is taught. Learners then take part in a range of practical activities to work out which muscles are working as an antagonistic pair.
The different types of contraction are taught – concentric, eccentric, isometric. Learners then take part in a range of practical activities and need to work out what type of contraction specified muscles are performing.
DVD showing structure and function of the muscular system is shown.
Assessment of the muscular system – learner practical activity.

<b>Topic and suggested assignments/activities/assessment</b>
<b>Assignment 2 - The Cardiorespiratory System (P5, P6, M3, D2)</b> Tutor introduces the assignment brief.
Structure of the cardiovascular system is taught: diagrams are drawn on the whiteboard. Diagram of the heart with all four chambers labelled, a second diagram of the heart with each of the valves labelled, a third diagram is then drawn of the heart with labelled blood vessels leading into and out of it.
If possible a heart dissection is shown to the learners or a DVD of the process to help learners fully understand the structure of the heart.
Structure and function of blood vessels is taught – diagrams of the structure used to illustrate their function.
Function of the cardiovascular system is taught with the help of CD ROMs or internet sites to show animation of blood flow through the heart and to the body and lungs. The process of the blood taking-up oxygen at the lungs and unloading carbon dioxide is taught.
Thermoregulation is taught through practical activities to show how increased blood flow to the skin can help the body to lose heat.
Structure of the respiratory system: diagrams are drawn and labelled to show the different parts of the respiratory system.
Mechanics of breathing: learners build a set of 'lungs' to help them understand how the decrease in thoracic pressure, through the contraction of the diaphragm and upwards and outwards movement by the intercostal muscles, brings air into the lungs.
The process of gaseous exchange is researched by learners and feedback provided to the rest of the group via a group discussion.
Assessment of the cardiovascular and respiratory systems – learner practical activity.
Evaluation of the unit.

## Assessment guidance

For P1, learners need to label the main bones of the skeleton, describing the structure and all the different functions.

For P2, learners need to describe the three different classifications of joint, each of the synovial joints and the movements allowed at each. The structure of each synovial joint can be discussed to help describe the movements that each allow.

For P3, learners need to label a diagram of the major muscles of the human body or, alternatively, undertake a viva where they point to the appropriate muscles on a diagram or person and name each correctly. This activity would need to be supported by a witness statement provided by the tutor.

For P4, learners could hand draw diagrams of each of the different types of muscle and describe the characteristics of each. Learners can then investigate muscles that work in antagonistic pairs and describe how as one contracts the other relaxes.

For P5, learners could hand draw a labelled diagram of the heart and describe each part, and then describe the function of the cardiovascular system. Learners will also need to outline the role of thermoregulation, covering the vasodilation and vasoconstriction of vessels.

For P6, learners could hand draw a labelled diagram of the respiratory system and describe each part, and then describe the mechanics of breathing and the process of gaseous exchange.

M1 can be achieved by learners examining different types of physical activity for example, kicking a football, and then explaining the different types of movement that occur at two synovial joints for example, knee and hip. Four different types of physical activity need to be covered.

M2 can be achieved by learners correctly identifying each of the different muscular contractions that occur during different types of physical activity for example, upwards phase of a bicep curl, biceps concentrically contract. Three different types of physical activity need to be covered.

M3 can be achieved by learners explaining how the cardiovascular and respiratory systems work together to take in oxygen and supply it to the body.

For D1, which builds on P2, P4, M1 and M2, learners need to analyse the muscles at four joints involved in four different types of physical activity. Assessment evidence could be presented in a table with supporting written text for analysis.

For example:

Physical activity	Type of joint	Movement at joint	Agonist muscle	Type of muscle contraction	Antagonist muscle
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For D2, learners need to explore and evaluate the efficiency and functions of the cardiovascular and respiratory systems in supplying the body with oxygen and removing waste products.

Assessment evidence for the higher grading criteria of this unit could be achieved by learners producing a written laboratory report or, alternatively, learners could produce PowerPoint presentations and present to the tutor and the group. Presentations would need to be supported by observation records/witness statements provided by the tutor.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, M1, M2, D1	The Musculoskeletal System	You are training to be a health fitness instructor and know that it is important to have knowledge and understanding of the structure and function of the body systems.  Examine the musculoskeletal system and movement.	Practical and written investigation

Criteria covered	Assignment title	Scenario	Assessment method
P5, P6, M3, D2	The Cardiorespiratory System	Your training continues and having studied the musculoskeletal system, you now move onto look at the cardiorespiratory system. Explore the structure and function of the cardiovascular and respiratory systems.	Practical investigations and laboratory report

## Suggested resources

### Books

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

Hartigan S – *Essential GCSE PE for Edexcel* (Hodder Arnold, 2005)  
ISBN 9780340905586

Scott T – *GCSE PE for Edexcel* (Heinemann, 2001) ISBN 9780435506360

Sharkey B and Gaskill E – *Fitness and Health* (Human Kinetics, 2006)  
ISBN 9780736056144

### Website

[www.bhf.org.uk](http://www.bhf.org.uk)

British Heart Foundation

# Unit 5: Sport-related Injuries and Illnesses

Level:	<b>2</b>
Notional Learning Hours:	<b>100 (including 60 GLH)</b>
Unit value (NLH/10):	<b>10</b>
SRF unit code:	<b>20757G</b>

**This unit is internally assessed**

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## Unit aim

The aim of this unit is to develop learners' knowledge of common sports injuries and illnesses and their respective treatments. It will also consider risk assessment and its management.

## Unit introduction

Anyone who takes part in any sport at whatever level is at risk of sustaining an injury. At the weekend, when sports participation is at its greatest, hospital accident and emergency departments will have more than their fair share of sports injuries to deal with. Running, jumping and lifting weights places excess stress on the body and can lead to a range of sporting injuries. In addition, once you take into account other participants, such as those in a football game, injuries through collision and tackles are commonplace. Taking part in outdoor pursuits carries with it a high risk of injury, even when risk assessments are carried out and the correct equipment is used. Therefore, it is very important that people who take part in sport, or wish to pursue a career in the sport sector, have a good grasp of health and safety and are able to deal with a range of basic sports injuries.

This unit looks at the different types of injury and illness commonly linked to sports participation. The procedures which must be followed when dealing with an injury or illness, for a range of participants, are also covered.

The unit will give learners a good understanding of health and safety issues relating to sports participation and the precautions to help minimise the chance of sports participants being injured. Basic definitions of risks and hazards are explored within the unit looking at how people, equipment and environmental factors may contribute towards injury. Rules, regulations and legislation are also considered.

To complete the unit, learners will explore why, how and when they should carry out a risk assessment and how to adapt it if necessary. All learners will be expected to complete a risk assessment relevant to sport.

## Outcomes of learning

On completion of this unit a learner should:

- 1 Know the different types of injuries and illness associated with sports participation
- 2 Be able to deal with injuries and illnesses associated with sports participation
- 3 Know the risks and hazards associated with sports participation
- 4 Be able to undertake a risk assessment relevant to sport.



## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Describe different types of injuries associated with sports participation and their underlying causes	M1 Explain why certain injuries and illnesses are associated with sports participation	
P2 Describe types and signs of illnesses related to sports participation		
P3 Demonstrate how to deal with casualties effectively suffering from different injuries and/or illnesses, with tutor support	M2 Demonstrate how to deal with casualties effectively suffering from different injuries and/or illnesses independently	
P4 Describe risks and hazards associated with sports participation	M3 Explain risks and hazards associated with sports participation	D1 Assess the factors that increase the risk of injury to participants whilst taking part in sport
P5 Describe rules, regulations and legislation relating to health, safety and injury in sports participation	M4 Explain rules, regulations and legislation relating to health, safety and injury in sports participation	
P6 Carry out a risk assessment relevant to a selected sport	M5 Describe contingency plans that can be used in a risk assessment	D2 Justify the use of specialist equipment to minimise the risk of injury

## Unit content

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### **1 Know the different types of injuries and illness associated with sports participation**

Causes of injury:

- e.g. loading, intrinsic factors, extrinsic factors, overuse, alignment, intensity, effect of levers, gravity and resistance

Types of injuries:

- e.g. overuse injuries (tendonitis, shin splints, dislocation), fractures (open and closed), strains, sprains, grazes, bruising, concussion, spinal injuries, blisters

Types and signs of illness:

- e.g. asthma (wheezing and shortness of breath), heart attack (chest pain), viral infection (high temperature), hypoglycaemia (confusion)

### **2 Be able to deal with injuries and illnesses associated with sports participation**

Procedures and treatment:

- protection of casualty and other people from further risk
- types of qualified assistance
- ways in which to call for qualified assistance appropriate to casualty's condition
- organisation's first aider and emergency service
- methods of providing reassurance and comfort
- ways in which to give qualified assistance
- clear and accurate information
- accident reporting procedures

Types of casualty:

- e.g. adults, children, people with particular needs

Types of injury/illness:

- e.g. minor injuries (can be dealt with on-site), minor illness (can be dealt with on-site), major injuries (requiring medical attention), major illness (requiring medical attention)

### **3 Know the risks and hazards associated with sports participation**

Risks and hazards to people:

- e.g. inappropriate warm up or cool down, physical fitness, physique, alcohol, technique, skill level, over training, behaviour of other participants, jewellery, food, chewing gum

Risks and hazards from equipment:

- e.g. inappropriate clothing, lack of protective clothing or equipment, playing surface, faulty or damaged equipment

Risks and hazards from the environment:

- e.g. cold weather, rain (flooding, muddy pitch), hot weather

Rules, regulations and legislation:

- e.g. organisational rules specific to location and facility, Health and Safety at Work Act 1974, Management of Health and Safety at Work (Amendment) Regulations 1994, Control of Substances Hazardous to Health (COSHH) 2002, Health and Safety (First Aid) Regulations 1981, Safety at Sports Ground Act 1975, Children Act 2004

### **4 Be able to undertake a risk assessment relevant to sport**

Purpose:

- ascertain level of risk
- minimise injury
- maintain safe environment
- protect participants and those leading the activity

Risk assessment:

- record sheets
- identify types of hazards
- identify possible risks involved and level of risk
- use of specialist equipment to minimise identified risks, e.g. protective equipment such as gum shield or shin pads, padded posts or posts inserted directly into ground rather than having a base at ground level
- reporting procedures
- contingency plans, e.g. if weather conditions change, damaged equipment, differing skill levels of participants

## Information for delivery staff

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### Essential requirements

Learners will need access to information regarding current, and relevant, rules, regulations and legislation, as well as appropriate resources required to 'deal with' casualties suffering from injury and illness.

### Employer engagement and vocational contexts

This unit focuses specifically on the risks, hazards and health and safety issues associated with sports participation and considers practical ways in which these issues may be reduced. In the event of an injury occurring, basic recognition and treatment is considered. In order for this unit to have a more practical focus rather than a purely theoretical input, it is essential that links are made with 'real' industry. Centres are encouraged to utilise the benefits of visits to sports centres and facilities to look at risk assessment in practice. In addition, unit delivery may include input from sports therapists and coaches as guest speakers in order to highlight common injuries and illnesses and their associated treatments. It is possible, although not necessary, for learners to undertake a first aid qualification in order to meet some of the assessment and grading criteria.

### Delivery guidance

For this unit learners need to understand theoretical concepts and then apply their knowledge to practical situations. Delivery of the unit must use a range of techniques in order to ensure that the learner is equipped to deal with a range of situations relating to health and safety.

In order for learners to gain an understanding of risks and hazards tutors will need to impart a great deal of information. Wherever possible, practical work should be used to complement theoretical information. The unit content includes examples of what may be examined, and tutors must determine what is appropriate for their learners. However, tutors should ensure that they attempt to cover all the situations learners may be faced with if they were working in the specified environment.

Knowledge relating to different types of injuries and illnesses could be gained via a combination of theoretical teaching, learner research and practical work. Tutors can give examples of what may cause injury and then relate them to the key words, for example in kayaking a participant may capsize and hit their head on a boulder in the river, this injury would be caused by an extrinsic factor. Types of injury can be taught using a range of methods and there are a number of websites with good examples. X-rays may also be used to show learners different types of bone injury. Types and signs of illness may be taught through role play, to enable learners to become familiar with the various types of ill health they may encounter.

Knowledge and understanding relating to dealing with injuries and illness can be gained primarily through practical means. Learners could be taken to a leisure centre or outdoor pursuits facility and research the organisation's policy on treating casualties. They could be asked to research how to find out who the designated first aider is, the different methods used to call for assistance within the centre, how to give clear and accurate information to the first aider and how they would report an accident. Tutors may demonstrate how to comfort and protect a range of casualties and then the techniques could be practised by learners. Role play with given scenarios could be used with great effect here. Whilst it is not essential to undertake a first aid qualification, this may be a means to achieving some of the unit content and meeting the relevant assessment and grading criteria. However, this unit does not assess learner competence in first aid.

A risk assessment could be produced individually or as a group exercise in which all learners contribute to a risk assessment for a relevant activity. If assessed via a group exercise, each individual learner should provide sufficient evidence to meet the assessment and grading criteria. Achievement can be confirmed and supported by tutors completing an observation record/witness statement. For example, learners could carry out a risk assessment for a multi-stage fitness test. They would be given the relevant documentation then, with tutor guidance, examine the environment, the participants and the equipment. This activity could be linked easily to other units where the learner has led or delivered a practical sports session. It is recommended that before being assessed for the related criteria learners have an opportunity to risk assess a variety of differing sports environments in order to fully understand the purpose of risk assessment.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Tutor-led introduction and overview of the unit.
<b>Assignment 1: Cause and Prevention of Injuries and Illnesses Associated with Sports Participation (P1, P2, P4, P5, M1, M3, M4, D1)</b>
Tutor introduces the assignment brief. Know the different types of injuries and illness associated with sports participation and know a range of risks and hazards associated with sports participation. Learner research: types and causes of injuries and illnesses; risks and hazards; health and safety legislation.
Types of injuries: group practical exercises exploring the most common types of sports-related injuries and their causes.
Identification of risks and hazards: group discussion and feedback.
Types of illnesses: group practical exercises exploring the most common types of sports-related illnesses.
Group feedback/learner presentation of findings.

<b>Topic and suggested assignments/activities/assessment</b>
<p><b>Assignment 2: Dealing with a Sports-related Injury or Illness (P3, M2)</b></p> <p>Tutor introduces the assignment brief. Be able to deal with injuries and illnesses associated with sports participation. Tutor-led discussion: role play of different injury/illness contextualised situations.</p>
<p>Dealing with common sports injuries and illnesses – practical activities to practise appropriate techniques – practical observation.</p>
<p><b>Assignment 3: Risk Assessment – How and Why? (P6, M5, D2)</b></p> <p>Tutor introduces the assignment brief.</p> <p>Learners research the purpose and components of risk assessment; contingency plans and specialist equipment.</p>
<p>Risk assessment: practical application and observation producing completed risk assessment.</p>
<p>Review of the unit.</p>

### **Assessment guidance**

For P1, learners will be expected to describe four different types of injuries associated with sports participation and their causes. For P2, learners need to describe two types and signs of sports-related illnesses. It is possible that a learner may present this information in the form of a report and/or a presentation following some individual research and tutor guidance.

The depth of information given in the report and/or the presentation would decide whether or not the learner had sufficient coverage to meet M1. They would need to explain why the identified injuries and illness occurred, along with their respective causes, rather than purely describing them.

For P3, learners need to practically demonstrate, with tutor support, how they would deal with casualties suffering from three distinct injuries and/or illnesses. An observation checklist and some additional tutor support, for example, questions as to why, would be appropriate evidence. However, this would also be suitably supported by the use of video evidence. If the learner were able to demonstrate how to deal with the casualties in the three situations without any tutor support, the observation record and any other supportive evidence, for example using video, would be sufficient for the learner to achieve M2.

For P4, learners need to identify and describe six risks and hazards associated with sports performance. Two risks and hazards should be selected from each of the unit content for 'people', 'equipment', and 'environment', respectively. The evidence for this can be linked to criteria P1 and P2 as a means of supportive evidence. This also allows P5 to be achieved if four rules, regulations and/or legislation are also cited in the learner evidence. If this is the case, then the learner may present this information as a report and/or a presentation following some individual research and tutor guidance as suggested previously for P1 and P2. Alternatively, the evidence could stand alone as a separate report and/or presentation or posters.

The depth of information given in the report and/or the presentation would decide whether or not the learner had sufficient coverage to meet M3 and M4. They would need to explain why the identified risks and hazards occurred, along with an explanation for the four identified rules, regulations and/or legislation utilised. For D1, learners need to provide a detailed account of an assessment of the factors that increase the risk of injury to sports participants.

For P6, a risk assessment report must be completed which should show the purpose of the report and an appropriate means of recording the learner's findings. The risk assessment should cover the areas as stated in the Unit content, including contingency plans, i.e. why they are used, how to write them, plans covering a range of changes of circumstance.

For M5, a contingency plan should be described to support the risk assessment identified for P6. Evidence of this may be included in the risk assessment report or it can stand alone and be assessed as a separate piece of evidence.

For D2, learners must justify why certain specialist equipment is used in order to minimise the risk of injury when participating in sport. There should be evidence to show that learners understand why the equipment has been utilised and the benefits to the participant. Evidence of this may be included in the risk assessment report or it can stand alone and be assessed as a separate piece of evidence.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P4, P5, M1, M3, M4, D1	Cause and Prevention of Injuries and Illnesses Associated with Sports Participation	You are on work placement at your local sports centre. As part of your induction you have been asked by the manager to produce information that could be given to customers regarding safe sports participation.	Small-group presentation and individual learner report Possible use of posters or production of leaflets
P3, M2	Dealing with a Sports-related Injury or Illness	Throughout your time on placement at the sports centre you have to deal with a variety of different issues that arise whilst you are on duty.	Practical observation and assessment

Criteria covered	Assignment title	Scenario	Assessment method
P6, M5, D2	Risk Assessment – How and Why?	Having nearly completed your placement, and having worked in all of the different environments i.e. gym, sports hall, outdoor track and field areas etc, you have been asked to produce a risk assessment for one of the areas.	Risk assessment report and written report

## Suggested resources

### Books

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

Dalgleish J et al – *The Health and Fitness Handbook* (Longman, 2001) ISBN 9780582418790

Flegel M J – *Sport First Aid* (Human Kinetics Europe Ltd, 2008) ISBN 9780736076012

Gill W – *Practical Guide to Sports First Aid* (Lotus Publishing, 2004) ISBN 9780954318864

### Journals

*American College of Sport Medicine's Health and Fitness Journal*

*British Journal of Sports Medicine*

*British Medical Journal*

*Exercise and Sport Sciences Reviews*

*International Journal of Sports Science and Coaching*

*Medicine and Science in Sports and Exercise*

*Research Quarterly for Exercise and Sport*



**Websites**

<a href="http://www.pponline.co.uk">www.pponline.co.uk</a>	Peak Performance
<a href="http://www.sportscoachuk.org">www.sportscoachuk.org</a>	Sports Coach UK
<a href="http://www.brianmac.co.uk">www.brianmac.co.uk</a>	Sports Coach
<a href="http://www.sportsmedicine.about.com">www.sportsmedicine.about.com</a>	Sports Medicine
<a href="http://www.topendsports.com">www.topendsports.com</a>	Top End Sports

# Unit 6: Sports Development

Level:	<b>2</b>
Notional Learning Hours:	<b>100 (including 60 GLH)</b>
Unit value (NLH/10):	<b>10</b>
SRF unit code:	<b>20758G</b>

**This unit is internally assessed**

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## Unit aim

This unit enables learners to explore current provision, participation and the organisations involved in the development of sport. Learners will also have the opportunity to investigate current issues in sports development and the effects on participation.

## Unit introduction

Sports development is one of the fastest growing and most dynamic areas within the sports industry. There are a growing range of facilities, organisations and individuals involved in the promotion of sport and physical activity, with a range of strategies and initiatives to try and encourage us all to lead a healthier and physically active lifestyle.

There are a range of factors that can affect an individual's participation in sport: the sports legacy of the London 2012 Olympic and Paralympic Games; the role of the media; race; and economic influences. Sports development will tackle some of these issues and the impact they have on individuals.

The first part of the unit concerns the many elements that make up the multi-million pound sports industry. Learners will look at what sport is, where it takes place, how it is organised and reasons for participation. The unit focuses on the factors that affect individuals and the strategies organisations use to try and involve everyone in sport and physical activity.

Learners will also develop an understanding of the organisations that are involved in sports development. There are a wide range of organisations involved in these developments from the voluntary, private and public sectors, and learners will look at what is happening at local and national levels.

The sports industry is influenced by, and influences, many different things, all of which have been, and continue to be, important in the development of the industry. None more so than the London 2012 Olympic and Paralympic Games and the legacy that it leaves for sports participation. Learners will investigate the impact and effects of a range of key issues on the sports industry.

## **Outcomes of learning**

On completion of this unit a learner should:

- 1 Know the nature of sports provision
- 2 Know how and why people participate in sport
- 3 Know the role of local and national organisations responsible for sports development
- 4 Know the impact of different key issues on the sports industry.

## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Describe local voluntary, public and private sector sports provision for different sports	M1 Compare local and national sports provision, identifying areas for improvement	D1 Evaluate local and national sports provision, explaining ways in which provision could be improved
P2 Describe different types of national sports provision that support elite performance		
P3 Describe ways in which people participate in sport and reasons for participation		
P4 Describe factors that affect participation in sport		
P5 Describe strategies used to encourage participation in a selected sport	M2 Explain strategies used to encourage participation in a selected sport	D2 Evaluate strategies to encourage participation in a selected sport, making recommendations for future strategies
P6 Describe the role of local and national organisations responsible for the development of sport	M3 Explain the role of local and national organisations responsible for the development of sport	
P7 Describe key issues in sport and identify their impact on sport	M4 Explain the impact of key issues on sport	

## Unit content

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### 1 Know the nature of sports provision

Activities:

- e.g. team and individual games, gymnastic, dance, athletics, outdoor and adventurous activities

Local sports provision:

- voluntary sector, e.g. voluntary sports clubs
- public sector, e.g. local authority facilities
- private sector, e.g. private health clubs

National sports provision:

- supporting elite level sport, e.g. national sports centres, English Institute of Sport (EIS) facilities, professional sports clubs, sports academies

### 2 Know how and why people participate in sport

Ways:

- e.g. performer (amateur, professional), official, coach, leader, administrator, spectator, consumer, retailer, medical staff, sports development

Reasons:

- health and fitness benefits
- social benefits
- development (personal, skill)

Factors that affect participation:

- disability
- provision
- cost
- ethnicity
- location
- age

Current strategies to encourage participation:

- strategies e.g. mass participation (school sports strategies, government initiatives), sports-specific schemes, sports development officers
- strengths and weaknesses of strategies

Growth:

- e.g. increased leisure time, fashion, increased disposable income

### **3 Know the role of local and national organisations responsible for sports development**

Organisations:

- local, e.g. local authority sports development departments, School Sports Partnerships (School Sports Coordinators/Further Education Sports Coordinators), county sports partnerships
- National Governing Bodies, e.g. British Olympic Committee, the Lawn Tennis Association, Youth Sports Trust, Sport England
- aims and objectives

Role:

- e.g. supporting and implementing the sports development process (promoting and developing behavioural change), community sports development (promoting mass participation), sports-specific development, facility development (promoting and extending use of facilities)

### **4 Know the impact of different key issues on the sports industry**

Issues:

- e.g. Olympic and Paralympic Games, social influences, economic influences, role of the media (television, radio, internet, mobile phone, newspapers, magazines), sex discrimination, healthy lifestyles

Impact:

- positive and negative
- e.g. on participants (performers, providers, supporters, consumers), viewing and media scheduling, income, participation, role models, privacy, pressure, sports legacy (Olympic and Paralympic Games)

## Information for delivery staff

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### Essential requirements

For this unit to be delivered effectively learners will need access to library facilities and the internet to research sports provision and the current issues affecting sport.

### Employer engagement and vocational contexts

The unit focuses on the work organisations carry out to engage people in sport and the effect on their participation. Centres are encouraged to develop links with their local sports development units or local sport-specific development officers to gain input from the industry. This could be via talks, presentations, visits to local facilities where development work is taking place or involvement from your School Sports Coordinator (SSCO) or Further Education Sports Coordinator (FESCO).

### Delivery guidance

The aim of the unit is to give learners the underpinning knowledge for all aspects of sports development.

Tutor input is necessary in order to cover the broad range of issues within this unit. However, it would be appropriate to develop links with local authority sports development officers, and sports-specific development officers, to gain current information about strategies that are being implemented on either a local, national or sports-specific basis. Other key providers from within the sports industry could be approached to provide up-to-date details about key practices that occur within the various sectors of the sports industry. This will enable learners to develop their knowledge of the nature of sports provision both locally and nationally.

Strategies that encourage participation, and the social and cultural factors that affect participation, are important elements of this unit. The effects of these strategies and factors on participation are best covered by learners analysing the issues, impacts and effectiveness of various key strategies that are being deployed currently by agencies both locally and nationally. Learners should be able to explain local and national provision for sport and evaluate strengths in the provision along with areas for improvement.

On completing this unit, learners should be able to explain the role local and national organisations play in the organisation of sport. Most national organisations have websites which are useful sources of information which could help underpin individual learner work.

The influence of key issues on the sports industry, and the influence the sports industry experts on these issues, is a theme throughout this unit. The range of issues that can be looked at is wide and gives learners the opportunity to consider issues that are of particular interest to them, or that are current, and for which information is easily accessible.

Throughout this unit, learners will need to develop independent study skills so that they can research and apply information. Learners should be able to access information from a variety of sources and use the information appropriately with succinct summarising and accurate referencing.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

<b>Topic and suggested assignments/activities/assessment</b>
Tutor introduction and overview of the unit.
<b>Assignment 1: The Nature of Sports Provision (P1, P2, M1, D1)</b>
Tutor introduces the assignment brief.
Activities and local provision – learners work in small groups to audit types of facilities available locally to support recreational and elite level participation. This could include visits to local public, private and voluntary providers.
Activities and national provision – learners work in small groups to audit types of facilities available nationally to support elite level participation.
<b>Assignment 2: How and Why People Participate in Sport (P3, P4)</b>
Tutor introduces the assignment brief.
Tutor discusses how and why people participate – learners devise questionnaires to identify why different people do or do not participate in sport and what could stop them from taking part in sport and physical activity.
Current strategies to encourage participation – learners research current local and national initiatives to encourage participation in sport.
<b>Assignment 3: Encouraging Sports Participation (P5, P6, M2, M3, D2)</b>
Tutor introduces the assignment brief.
Local organisations involved in the development of sport and their role. Learners work in groups to lead discussions with guest speakers from e.g. county sports partnerships, local sports development officers, school sports partnerships, further education sports coordinators.
National organisations – tutor to facilitate discussion and learners research what the organisations do, who they work with and their successes.
<b>Assignment 4: Sports Development Issues (P7, M4)</b>
Tutor introduces the assignment brief.
Tutor to facilitate discussion and debate on key issues. Learners to investigate the impact of these issues, how the issues are being addressed, and what implications they have for the sports industry.
Evaluation of the unit.



## Assessment guidance

For P1, learners need to describe local voluntary, public and private sector sports provision for three different sports. This could be assessed through a presentation and could be combined with P2, where learners need to describe three different types of national sports provision that support elite performance. Therefore, the same three sports could be used for local through to elite performance. Alternatively, evidence could be information leaflets for the three different sports which could be aimed at local participants and elite athletes.

For P3, learners need to describe ways in which people participate in sport and reasons for participation. Learners need to investigate a range of different types of involvement from supportive roles through to that of a performer. For P4, learners need to describe factors that affect participation in sport. Learners will need to identify potential barriers to participation and the effect these barriers can have on an individual's ability to participate in sport and physical activity. Evidence for P3 and P4 could be the development of a poster focusing on how people overcome potential barriers in order to take part in a range of sports.

For P5, learners need to describe strategies used to encourage participation in a selected sport. They will need to give examples from current strategies and comment on their expected outcomes. Learners will also need to refer to how the strategies affect current and future growth in that sport. Evidence could take the form of a written report on the current strategies and their impact.

For P6, learners need to describe the role of one local and one national organisation responsible for the development of sport. They will need to describe the aims, objectives and roles of both organisations. Evidence could take the form of a written report.

For P7, learners need to describe four key issues in sport and identify their impact on sport. The issues could vary from sports legacy following the Olympic and Paralympic Games, to media, socio-economic issues, current trends or healthy lifestyle agendas. Evidence relating to the impact of key issues on the sports industry could take many forms, including a presentation or a mixed media product such as a display or portfolio. If assessment evidence takes the form of a presentation, the tutor must complete a witness statement to confirm achievement.

For M1, learners need to compare local and national provision of sport. They will need to explain the similarities, differences, strengths and areas for improvement between both, with relevant and accurate examples. For both types of provision they need to identify reasonable areas for improvement.

For M2, learners need to explain strategies used to encourage participation in a selected sport. They will need to explain the strategies and their successes.

For M3, learners need to explain the role of one local and one national organisation responsible for the development of sport. They will need to explain their roles and the partners who work with them to implement initiatives, schemes etc.

For M4, learners need to explain the impact of four key issues on sport. They will need to explain the positive and negative impacts to date plus any future impact.

For D1, learners need to evaluate local and national provision of sport, explaining ways in which provision could be improved, including the projected impact these improvements would have.

For D2, learners need to evaluate strategies to encourage participation in a selected sport. They will need to explain the impact the strategies have made and any successes so far. They need to make justified recommendations for future strategies.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1, D1	The Nature of Sports Provision	You have gained a work experience placement with a Sports Development Officer and will assist with a case study and investigation into the nature of sports provision. Investigate local voluntary, public and private sector sports provision for three different sports and three different types of national sports provision that support elite performance.	Presentation Witness statement Leaflets Written report
P3, P4	How and Why People Participate in Sport	Devise case studies about how people participate in sport and the factors that affect participation.	Poster presentation Witness statement
P5, P6, M2, M3, D2	Encouraging Sports Participation	Investigate current strategies used to engage people in sport and the role that sports organisations play.	Written report
P7, M4	Sports Development Issues	Examine four key issues and their effect on sport.	Written report, a presentation or a mixed media product such as a display or portfolio

## **Suggested resources**

### **Books**

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

Bramham J, Hylton K – *Sports Development, Policy, Process and Practice* (Routledge, 2007) ISBN 9780415421836

### **Journals**

*Inclusive Sport*

*International Sports Journal*

*Journal of Sport and Social Issues*

*Sport in Society*

### **Websites**

<a href="http://www.eis2win.co.uk">www.eis2win.co.uk</a>	English Institute of Sport
<a href="http://www.london2012.com">www.london2012.com</a>	London 2012
<a href="http://www.sportengland.org">www.sportengland.org</a>	Sport England
<a href="http://www.sportsdevelopment.org.uk">www.sportsdevelopment.org.uk</a>	Sports Development UK
<a href="http://www.teamgb.com">www.teamgb.com</a>	British Olympic Association
<a href="http://www.youthsporttrust.org">www.youthsporttrust.org</a>	Youth Sport Trust

# Unit 7: Planning and Leading Sports Activities

Level:	<b>2</b>
Notional Learning Hours:	<b>100 (including 60 GLH)</b>
Unit value (NLH/10):	<b>10</b>
SRF unit code:	<b>20759G</b>

**This unit is internally assessed**

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## Unit aim

The aim of this unit is to give learners an opportunity to inspire, motivate and improve the performance of a selected target group through the delivery of a sport activity and event.

## Unit introduction

Sports leaders are now required in a variety of settings including schools, youth centres, sports centres, crèches, hospitals and hospices. The requirements for qualifications and experience are obviously crucial to ensure participants are enthused by the sport/physical activity. By completing this unit learners will develop their knowledge and experience of how to lead sports activities and events.

This unit will give learners the knowledge and skills to plan and lead a range of practical sports activities. The unit content can be adapted to suit a range of activities for different individuals and groups, including children and those with specific needs.

The unit can provide learners progression into leadership and sports coaching, and could be linked to the completion of a sport leader's award, for example Junior Sports Leaders (JSL) or Community Sports Leaders (CSL).

The unit looks at the qualities needed for effective sports leadership. Learners will identify the qualities required by studying real examples of successful leaders, possibly those they have worked with or observed in the community.

The unit requires learners to follow the planning process involved in developing a sports leadership session and event. Learners will then have the opportunity to put this into practice in the organisation and delivery of an activity session and sports event. Learners may also be able to identify and develop leadership qualities and skills through their own relationships with their peers.

## **Outcomes of learning**

On completion of this unit a learner should:

- 1 Know the skills, qualities and responsibilities associated with successful sports leadership
- 2 Be able to plan and lead an activity session
- 3 Be able to review own planning and leadership of a sports activity
- 4 Be able to assist in the planning and leading of a sports event
- 5 Be able to review own planning and leadership of a sports event.

## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Describe the skills, qualities and responsibilities associated with successful sports leadership, using examples of successful sports leaders	M1 Explain the skills, qualities and responsibilities associated with successful sports leadership, comparing and contrasting successful sports leaders	D1 Evaluate the skills and qualities of contrasting leaders in sport, commenting on their effectiveness
P2 Plan and lead a sports activity, with tutor support	M2 Plan and lead a sports activity independently	
P3 Review the planning and leading of a sports activity, identifying strengths and areas for improvement	M3 Explain strengths and areas for improvement and development in the planning and leading of a sports activity	
P4 Contribute to the planning and leading of a sports event		
P5 Review own performance whilst assisting with the planning and leading of a sports event, identifying strengths and areas for improvement	M4 Explain strengths and areas for improvement in assisting with the planning and leading of a sports event, making suggestions relating to improvement	D2 Evaluate own performance in the planning and leading of a sports activity and event, commenting on strengths and areas for improvement and further development as a sports leader

## Unit content

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### **1 Know the skills, qualities and responsibilities associated with successful sports leadership**

Skills:

- e.g. communication, organisation of equipment, knowledge, activity structure, target setting, use of language, evaluation

Qualities:

- e.g. appearance, leadership style, personality, enthusiasm, motivation, humour, confidence

Responsibilities:

- e.g. professional conduct, health and safety, insurance, child protection, legal obligations, equality, rules and regulations, ethics and values

Sports leaders:

- e.g. school/college coach, local club coach, national club coach

### **2 Be able to plan and lead an activity session**

Plan:

- participants, e.g. age, ability, gender, numbers, medical, specific needs
- aims and objectives
- resources, e.g. equipment, time, environment
- target setting
- expected outcomes

Lead:

- e.g. demonstration of skills, qualities and responsibilities appropriate to activity and stage of development

Activity:

- warm up and cool down
- structure and components of activity, e.g. skill introduction, development, conditioned game, competition

Recording:

- e.g. diary, logbook, portfolio, video, audio, observation record, witness testimony, feedback sheets

### **3 Be able to review own planning and leadership of a sports activity**

Review:

- feedback (from participants, supervisor and observers)
- strengths and areas for improvement, e.g. planning, content, organisation, health and safety, style and personal qualities, achievements

Set targets for improvement and development:

- SMART (specific, measurable, achievable, realistic, timebound) targets
- development plans
- development opportunities, e.g. specific training and courses

Activity:

- warm up and cool down
- structure and components of activity, e.g. skill introduction, development, conditioned game, competition

### **4 Be able to assist in the planning and leading of a sports event**

Plan:

- roles and responsibilities
- health and safety
- first aid
- risk assessment
- contingency planning
- other, e.g. booking of facilities, rules, letters (administration, invitation), structure of the competition, scoring systems, refreshments, organisation of equipment, presentations and rewards

Lead:

- demonstration of a range of skills, qualities and responsibilities appropriate to role, e.g. introductions and explanations, warm up, cool down, officiating, scoring, timekeeping, first aid, presentation ceremony, refreshments, equipment

Event:

- e.g. sports day, festival of sport, sports tournament (5-a-side football, tennis)

Recording:

- e.g. diary, logbook, portfolio, video, audio, observation record, witness testimony, feedback sheets



## **5 Be able to review own planning and leadership of a sports event**

Review:

- feedback (from participants, supervisor and observers)
- strengths and areas for improvement, e.g. planning, content, organisation, health and safety, style and personal qualities, achievements

Set targets for improvement and development:

- SMART (specific, measurable, achievable, realistic, timebound) targets
- development plans
- development opportunities, e.g. specific training and courses

## Information for delivery staff

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### Essential requirements

Learners will need access to a range of sports and recreational facilities and equipment required for the activities and events they will be leading, as well as access to suitable groups that could be used as participants.

### Employer engagement and vocational contexts

This unit focuses on developing the leadership skills of learners. Learners should be encouraged through delivery of this unit to lead components of sports sessions. Centres are encouraged to develop links with experienced sports leaders from local voluntary sports clubs. When possible learners should be encouraged to work alongside more experienced sports coaches and observe them in action in order to support their development. Local sports leaders could also support delivery of the programme by providing learners with opportunities to see sports leaders delivering activity sessions and, when appropriate, sports events. Centres could encourage learners to assist with the delivery of these events and sessions to support the development of local sport.

### Delivery guidance

It is important that learners develop an understanding of the role and responsibilities of a sports leader. Practical situations, either role plays or observations, should be used to support knowledge gained in the classroom. Leadership skills should be developed through experience, guided and supported by the tutor. Learners could also develop these skills through practical experience from working with sports coaches/sports leaders from the local community. There are probably many experienced practitioners working within each centre.

Centres may also find it helpful to deliver the Community Sports Leaders Award/Junior Sports Leaders alongside this qualification. This will enable learners to attain a recognised leadership qualification alongside meeting the requirements for this unit. It will also provide learners with appropriate insurance cover to support leadership of events external to the centre.

To be able to understand the skills, qualities and responsibilities associated with successful sports leadership each learner would benefit from being given the opportunity to observe and work alongside an experienced sports leader. The use of a mentor for each learner will provide appropriate practical experience. This should support their development as a sports leader and support their development of how to deliver practical sport and physical activity sessions. At an early stage in the course each individual learner should have the opportunity to lead their peer group in some form of practical activity. This is an ideal way for learners to experience the role and encounter the difficulties that may arise.

In planning and leading activity sessions learners could take a warm up, or part of the skill development activity or organise the game situation. A hands-on approach will be more enjoyable and beneficial to learners. Learners should develop confidence, organisational and personal skills that could be used later in the unit. Tutors should check activity plans before the session is delivered, to judge the appropriateness and give guidance accordingly. Any experience of a Level 1 leadership course will benefit learners immensely.

It is essential that learners experience and understand the value of working effectively as a member of a team. This will be important when delivering the event at a later stage. Again, it may be useful for learners to observe a festival or sports event at some stage in the course to appreciate the benefits of thorough planning. This could be an event that the tutor has delivered themselves. The stages of the planning cycle could then be explained and related to a real example.

The organisation and leading of the sports event is a major focus of the unit. The tutor needs to ensure that planning is carried out thoroughly and all health and safety aspects are being dealt with. Regular planning meetings are advisable, organised by learners but overseen by the tutor. Tutors will take ultimate responsibility on the day of the event, even if learners carry out all of the work. The activity and the identified age group will depend on local circumstances and access to groups within the community.

The review of both the activity session and the sports event are essential. Participants and an observer should complete feedback sheets. Learners should also be encouraged to look at a video of the session or activity, which will provide them with more evidence for their review.

Tutors must use their professional judgement when arranging leadership experience and tasks where learners are leading groups within the community. The activity plan should be checked by the tutor beforehand to confirm that it is appropriate for the group. Learners can observe and assist leaders, tutors and coaches at work and experience the variety of skills, qualities, roles and responsibilities involved. The use of positive role models within the centre or community could be a major factor in the success of the unit. Health and safety issues can be dealt with at the centre, developing scenarios for learners to make judgements on. Video analysis is an accurate way of reinforcing good habits and areas for development. If learners participate in leadership or National Governing Body awards then evidence from this may be used towards meeting some of the assessment and grading criteria.

### **Outline learning plan**

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

<b>Topic and suggested assignments/activities/assessment</b>
Introduction and overview of the unit.
<b>Assignment 1: Skills, Qualities and Responsibilities of Sports Leaders (P1, M1, D1)</b>
Tutor introduces the assignment brief.
Introduce the skills of a sports leader: theory session.
Introduce the qualities and responsibilities of a sports leader, using examples as appropriate from learner experiences and knowledge.
Practical application of the skills, qualities and responsibilities of a sports leader, demonstration of how to use them effectively as a sports leader in a variety of situations.

<b>Topic and suggested assignments/activities/assessment</b>
<b>Assignment 2: Plan, Lead and Review a Sports Activity (P2, M2, P3, M3)</b>
Tutor introduces the assignment brief.
Plan the sports session, with support if required, for a selected sports activity.
Lead a practical sports session for the peer group (each learner will undertake individual assessments of their performance).
Introduce various coaching/leadership courses that learners can pursue in order to improve as sports leaders.
Review the session commenting on successes and areas for improvement as a sports leader, providing targets for future development.
<b>Assignment 3: Plan, Lead, and Review a Sports Event (P4, P5, M4, D2)</b>
Tutor introduces the assignment brief.
Introduce a variety of sports events.
Observe sports events in action and planning a sports event.
Introduce the requirements of planning a sports event, highlighting the differences between planning an event and a sports activity.
Plan a sports event, recording each element of the process.
Introduce various methods of obtaining feedback (from participants, supervisors and observers).
Deliver the sports event, supporting the leadership of the event (each learner will undertake individual assessments of their performance).
Gather feedback from various individuals (participants, supervisors and observers).
Complete a review of the success of the event and of their own performance as an assistant leader to the management of the event.
Set SMART targets for future improvement and complete a development plan.
Review of reflective practice of unit.

### **Assessment guidance**

For P1, learners could produce promotional material to encourage more people to become involved in leading sports and physical activities. Learners need to describe the skills, qualities and responsibilities associated with successful sports leadership. To support their description for P1 learners must also include two examples of sports leaders who they feel are successful, the examples do not have to be famous sports leaders.

For P2, learners should be encouraged to plan a sports activity session for their peers. Learners should plan, with tutor support (if required), a physical activity session that lasts a minimum of 10 minutes. The plan should include a clear structure and components as appropriate for the session and have a specific aim and objective. The plan must also include information regarding the participants (age, ability levels, numbers, medical needs etc), and should identify the resources required. Learners should also consider methods of receiving feedback from peers and observers to support completion of P3 after the activity has taken place. Learners may also use feedback from the assessor to support their review. Learners could produce a table that lists the strengths and areas for improvement that could be carried out to improve their performance as a sports leader. Learners should set specific targets for their own performance as the leader but also for the performers. These targets should be mirrored in the expected session outcomes that should have been agreed before planning the session. Learners should lead the session appropriately, with tutor support if required. Learners should be assessed on their ability to follow the session plan.

For P4 and P5, learners could plan a sports event, possibly for a local primary school. To meet P4, learners must contribute to the planning and leading of a sports event. Learners can work in small groups to plan a specific component of an event or work as a whole group to plan an event. Learners should record all progress towards the completion of every component of the session, and describe their involvement in each part of the planning process for the event. Groups should also ensure that ways of gathering feedback are discussed and agreed methods are used by the group. Learners should describe their own role in the planning of the event and also define their role in leading the sports event. This should be used by the assessor to support the running of the event. When leading the event each learner should be assessed individually on their demonstration of skills, qualities and responsibilities appropriate to their own role.

For P5, learners should conclude the delivery of the sports event by reviewing their performance whilst assisting with the planning and leading of the sports event and comment on their own effectiveness during the event. Learners should do this by analysing the feedback that they obtained from the participants in the sports event and also from the feedback they obtained after the event from observers. Learners should produce a list of their own strengths of their performance during the session and the areas which they feel they could improve on as sport leaders in the future.

For M1, learners must explain the skills, qualities and responsibilities associated with successful sports leadership, comparing and contrasting two successful sports leaders. The explanation should build on the description for P1 and include a more detailed account of how the identified sports leaders use each skill, quality and responsibility needed to be successful.

For M2, learners should plan and lead the sports activity independently. Tutors should complete a witness statement/observation record to confirm achievement.

For M3, learners should explain the strengths and areas for improvement they identified after completing their session plan and explain why each strength positive. Learners should also suggest what could be done to improve their performance as a sports leader and how they could develop the areas of their performance that they identified for P3 as requiring improvement. When suggesting targets for improvements learners should set SMART targets and consider development opportunities they can carry out themselves to improve their performance as a sports leader.

For M4, learners must explain the strengths and areas for improvement that they identified for P5. Learners should also provide some SMART targets of how they could improve in assisting in planning and leading sports events in the future.

For D1, learners should evaluate the skills and qualities of two contrasting leaders in sport, and comment on their effectiveness. When doing this, learners should include an analysis of each leader commenting on the strengths and weaknesses of application of the required skills, qualities and responsibilities. Learners should comment on their effectiveness and provide guidance on what each sports leader could do to be more successful.

For D2, learners should evaluate their own performance in planning and leading a sports activity and event, commenting on their strengths and areas for improvement. Learners should also produce a development plan that specifically looks at developing the areas of improvement identified and explained as part of criteria P5 and M4.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Skills, Qualities and Responsibilities of Sports Leaders	You are assisting a sports coach at your local club and gaining valuable experience from observing established coaches in action. Produce promotional material for sports leadership using examples to promote the skills, qualities and responsibilities required.	Written promotional material
P2, P3, M2, M3	Plan, Lead and Review a Sports Activity	Independently plan and lead a sports activity session. Review own performance commenting on strengths and areas for improvement.	Session plan Practical observation and assessment Written report/oral interview

Criteria covered	Assignment title	Scenario	Assessment method
P4, P5, M4, D2	Plan, Lead, and Review a Sports Event	Contribute to the planning of a sports event. Deliver the event with group and review performance.	Event plan and associated evidence of event planning Practical observation and assessment Written report/oral interview

## Suggested resources

### Books

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

Sports Coach UK – *How to Coach Children in Sports* (Audio Version) available on [www.1st4sport.com](http://www.1st4sport.com)

Sports Coach UK – *How to Coach Sports Safely* (Audio Version) available on [www.1st4sport.com](http://www.1st4sport.com)

Sports Coach UK – *Making Sport Fun* available on [www.1st4sport.com](http://www.1st4sport.com)

### Websites

<a href="http://www.britishswimming.org">www.britishswimming.org</a>	Amateur Swimming Association
<a href="http://www.britishathletics.org.uk">www.britishathletics.org.uk</a>	British Athletics
<a href="http://www.britishcycling.org.uk">www.britishcycling.org.uk</a>	British Cycling
<a href="http://www.british-gymnastics.org.uk">www.british-gymnastics.org.uk</a>	British Gymnastics
<a href="http://www.englandbasketball.co.uk">www.englandbasketball.co.uk</a>	English Basketball Association
<a href="http://www.thefa.com">www.thefa.com</a>	The Football Association
<a href="http://www.lta.org.uk">www.lta.org.uk</a>	The Lawn Tennis Association
<a href="http://www.rfu.com">www.rfu.com</a>	The Rugby Football Union
<a href="http://www.sportsleaders.org">www.sportsleaders.org</a>	Sports Leaders UK
<a href="http://www.teamgb.com">www.teamgb.com</a>	The British Olympic Association
<a href="http://www.uksport.gov.uk">www.uksport.gov.uk</a>	UK Sport

# Unit 8: Technical Skills and Tactical Awareness for Sport

Level:	<b>2</b>
Notional Learning Hours:	<b>100 (including 60 GLH)</b>
Unit value (NLH/10):	<b>10</b>
SRF unit code:	<b>20760G</b>

**This unit is internally assessed**

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## Unit aim

This unit develops learners' knowledge, understanding and skills in the technical and tactical requirements of a sport and the methods of improving their own technical and tactical ability in a selected sport.

## Unit introduction

Some skills are general and can be used in most sports, for example running, jumping, throwing and catching. Other skills are specific to a few sports, or even only one. These skills include the volleyball serve, the golf swing and the sprint start used in athletics.

Tactics are strategies planned to achieve an overall goal. In sport, that goal is predominantly 'to win'. Tactics can depend on a number of factors, such as opposition, ability levels of players, the importance of the game or match, and possibly even the weather. Even the greatest sports performers in the world must have tactical awareness and consider these factors.

In order for learners to assess their own technical and tactical skills, they will complete a self-assessment whilst participating in a selected sport.

It is important in sport that performers are reflective and assess their own performance regularly, as this forms the basis for planning the next phase or session in the programme for a competitive athlete. A coach may even use this process in selecting players for squads, teams or centres.

In order to develop in the selected sport, learners will need to complete a development programme which should involve the development of at least one specific technical skill. The programme should also develop at least one area of tactical progression that will develop player or team tactical awareness.



## **Outcomes of learning**

On completion of this unit a learner should:

- 1 Know the technical and tactical demands of a selected sport
- 2 Understand the technical skills and tactical awareness in a selected sport
- 3 Be able to plan and undertake a six-week programme to develop own technical skills and tactical awareness
- 4 Be able to review own technical and tactical development and set goals for further development.

## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Describe the technical and tactical demands of a chosen sport	M1 Explain the technical and tactical demands of a chosen sport	
P2 Assess the technical skills and tactical awareness of an elite performer, identifying strengths and areas for improvement	M2 Assess the technical skills and tactical awareness of an elite performer, explaining strengths and areas for improvement	
P3 Assess own technical skills and tactical awareness in a chosen sport, identifying strengths and areas for improvement	M3 Assess own technical skills and tactical awareness in a chosen sport, explaining own strengths and areas for improvement	D1 Compare and contrast own technical skills and tactical awareness with those of an elite performer and the demands of a chosen sport
P4 Produce a six-week training programme, with tutor support, to develop own technical skills and tactical awareness	M4 Produce a six-week training programme independently to develop own technical skills and tactical awareness, describing strengths and areas for improvement	D2 Evaluate the training programme, justifying suggestions made regarding improvement
P5 Carry out a six-week training programme to develop own technical skills and tactical awareness		
P6 Review own development, identifying goals for further technical and tactical development, with tutor support	M5 Describe own development, explaining goals for technical and tactical development	D3 Analyse own goals for technical and tactical development, suggesting how these goals could be achieved

## Unit content

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### 1 Know the technical and tactical demands of a selected sport

Technical demands:

- skills, e.g. continuous (running), serial (high jump), discrete (golf swing)

Tactical demands:

- defending and attacking, e.g. positioning, choice and use of correct/appropriate strokes, variation, conditions, use of space

### 2 Understand the technical skills and tactical awareness in a selected sport

Performance analysis:

- e.g. observation and video analysis, notational analysis

Analysis model:

- analyse
- evaluate
- plan
- perform
- observe

Strengths and areas for improvement:

- relating to performance demands, e.g. performance profiling
- technical skills and tactical awareness

Elite performance:

- e.g. professional athletes, national representatives, national record holders, world record holders, national champions, Olympians

Methods of assessment:

- e.g. analysis and observation (self, peers, coaches, trainers), interviews, presentation of skills and abilities, SWOT analysis (strengths, weaknesses, opportunities, threats), performance profiling

### 3 Be able to plan and undertake a six-week programme to develop own technical skills and tactical awareness

Aims and objectives:

- based on strengths and weaknesses identified from player analysis, e.g. technical (shooting and hitting target when outside of the penalty area), tactical (marking attackers during set plays)

Targets:

- SMART (specific, measurable, achievable, realistic, time-bound) targets

Training:

- planned
- structured
- warm up and warm down/cool down

Technical development:

- specific practices to work on specific technical weaknesses

Tactical development:

- through participating against different levels of participants in a variety of practices

Recording documentation:

- e.g. log or diary

#### **4 Be able to review own technical and tactical development and set goals for further development**

Review:

- e.g. performance against targets, factors affecting technical and tactical development, recommendations for future plans and activities with timescales

Goals:

- long-term and short-term
- negotiated between player and coach/tutor
- SMART (specific – to a situation and/or the performer, measurable, achievable, realistic, time-bound) targets

## Information for delivery staff

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### Essential requirements

Learners will need access to appropriate facilities to undertake the required physical and sports activities.

### Employer engagement and vocational contexts

This unit focuses on learners analysing the performance of selected performers and themselves in sports. It will provide learners with the background knowledge and skills needed to develop sports performance. Centres are encouraged to create links with sports coaches from a variety of organisations. Individuals could give talks and/or demonstrations of performance analysis in action to enhance unit delivery.

### Delivery guidance

This unit is designed to develop an individual's technical skills and tactical awareness. It could be delivered alongside National Governing Body coaching awards at Level 1 or 2 (depending on the skill level of learners).

The unit aims to give learners more knowledge about the skills required to compete in a specific sport.

Tutor input is necessary to cover the general basics of technical skills and tactical awareness in sport. However, specialists from selected sports may be required to provide an input on the importance of technical skills and tactical awareness in their sport.

When assessing technical skills and tactical awareness in sport, tutors should undertake player analysis with learners, to ensure that learners are aware of the requirements of this method of analysis. Learners could undertake video analysis so that competitive play can be watched over and over again if required. Learners should be guided towards using notational analysis to ensure that evidence is collated. After video analysis, learners should complete live analysis of their peers during sports performance. Practice is fundamental to ensuring learner understanding and the ability to complete different forms of analysis. Learners will also need to complete a self-analysis of their own performance in their chosen sport.

Analysis of elite performance can either be carried out by direct observation or through alternative means, for example video of a live event.

A variety of other assessment methods for analysing the performance of a sports performer in action should be introduced and, where appropriate, centres should discuss and give learners the opportunity to see each assessment method in action. Guidance on the variety of assessment methods for analysing sports performance can be found in the Unit content section of the specification.

After completing player analysis learners should be able to identify strengths and areas for improvement of themselves and performers. If areas for improvement are not easily recognised then the analysis should be scrutinised closely by learners to help them identify specific areas of technical and tactical weakness in performance. These areas of development will be used as the aims of the training programme that learners produce.

Construction and completion of the training programme should be monitored by the tutor. However, each learner should be allocated a mentor (this might be a team coach or trainer) who will assist in the construction of the programme, if required, and observe the completion of the training programme. Learners should set specific targets for the six-week training programme that are based around the technical and tactical development of their performance. The training programme should last for six-weeks and documented evidence should be recorded by learners in the form of a log or diary that comments on developments or problems that may have occurred.

After completing the training programme learners will be expected to review their performance and set long-term goals for their technical and tactical development. Tutors should deliver ways of monitoring development and setting targets for future development. Learners should be supervised, if required, to set targets and recommend appropriate activities that could help meet these targets.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction and overview of the unit.
<b>Assignment 1: Technical and Tactical Demands of a Selected Sport and Performance Analysis (P1, M1, P2, M2)</b>
Tutor introduces the assignment brief.
Introduce the technical demands of a specific sport.
Observe technical demands in action for a specific sport.
Introduce the tactical demands of a specific sport.
Observe the tactical demands in action for a specific sport.
Introduce the concept of performance analysis and the variety of assessment methods.
Introduce the analysis model and how it can be used to draw conclusions and make statements regarding an individual's strengths and areas for improvement.
Introduce the concept of elitism.
Carry out a performance analysis of an elite performer's technical skills and tactical awareness in a selected sport.
Assess the player analysis and identify the strengths and areas for improvement of the elite sports performer.
Carry out a self-analysis of own technical skills and tactical awareness in a selected sport.
Assess the self-analysis and identify the strengths and areas for improvement in own performance.

Topic and suggested assignments/activities/assessment
<p><b>Assignment 2: Technical and Tactical Development Programme and Review (P3, M3, D1, P4, M4, D2, P5, P6, M5, D3)</b></p> <p>Tutor introduces the assignment brief.</p>
<p>Produce a six-week training programme that identifies aims and objectives, targets for development, training needs and activities that meet the required technical and tactical development.</p>
<p>Carry out the training programme over a six-week period, maintaining a diary of achievements, successes and barriers for the duration of the programme.</p>
<p>Review the success of the programme. Learners to carry out another self-analysis and obtain feedback from other sources to assess performance against the targets and objectives set in the training programme.</p>
<p>Learner activity to complete a development plan that identifies future goals for own technical and tactical development in a selected sport.</p>
<p>Review of unit.</p>

### Assessment guidance

For P1, learners need to describe the technical and tactical demands of a chosen sport. They must include the full range of skills and tactical demands required in their selected sport including the methods of attack and defence.

For P2, learners need to assess the technical skills and tactical awareness of an elite sports performer, identifying strengths and areas for improvement. Learners could do this via video analysis or whilst observing an elite sports performer playing in a competitive situation. Tutors should ensure that learners only observe the performer and not the whole team when observing a performer in a team sport. The assessment could take the form of a variety of assessment methods. Learners should follow the analysis model and include the assessment results as part of their evidence for this criterion. After the assessment, learners will also need to identify the performer's strengths and areas for improvement.

For P3, learners need to assess the technical skills and tactical awareness of their own performance, identifying strengths and areas for improvement. Learners should carry out this self-analysis after recording their own performance in a competitive situation. Learners should follow the analysis model and include the assessment results as part of their evidence for this criterion, including an identification of their own strengths and areas for improvement after the self-assessment.

After completing their own performance in a selected sport, learners must produce a six-week training programme to develop their own technical skills and tactical awareness to meet the requirements of P4. When undertaking this learners must include clear aims and objectives for the training programme based on the strengths and areas for improvement identified for P3. Learners should set SMART targets of what they would like to achieve within the six weeks. The training programme should be structured and include a daily schedule of technical and tactical development. Learners must include specific practices to develop each component required for their sports. The training programme should also maintain training for the skills and tactics that the learner identified as strengths, to ensure that the levels of each component are maintained during the six week training plan.

For P5, learners must complete the training programme and record their progress. Learners should complete a diary that logs their involvement in each session and monitors their own development towards meeting the aims, objectives and the SMART targets.

For P6, learners will need to provide their completed log/diary demonstrating how they have monitored their progress against the targets and objectives of the training programme. Learners should comment on the strengths and areas for improvement of their performance in the programme. Learners should also provide a brief summary of their development that identifies long- and short-term goals (which have been negotiated between player and tutor/coach). Learners should use the SMART concept of target setting for their own technical and tactical development in a selected sport.

For M1, learners need to expand on their descriptions for P1 and explain the technical and tactical demands of a chosen sport. Learners should be encouraged to use examples of specific sports performers who fulfil each technical and tactical demand well, and explain how this enhances their performance in the sport.

For M2, learners must explain the strengths and areas for improvement that they identified for P2. For M3, learners must explain the strengths and areas for improvement that they identified for P3.

For M4, learners need to independently produce a six-week training programme, describing the strengths and areas for improvement of the training programme. When looking at strengths and areas for improvement of the programme learners should consider what factors might prevent them from achieving their goals and targets, and what factors might enhance the opportunities to meet their goals and targets.

For M5, learners must independently explain their own development in the sport, explaining why and how they think they developed in the sport after completing the six-week training programme. Learners should also explain their own development goals and how they intend to meet each long- and short-term goal using the SMART concept for target setting.

For D1, learners need to compare and contrast their own technical skills and tactical awareness with those of an elite sports performer. To complete this, learners will need to analyse the results of each assessment that they carried out in order to meet P2, M2 and P3, and M3. Learners must complete the assessments for the elite sports performer and themselves in the same sport to complete this criterion.

For D2, learners need to evaluate the training programme that they have designed for criteria P4 and M4. Learners should evaluate the programme and assess whether or not they think the training programme will be effective against the aims and objectives they set. Learners will need to justify suggestions made regarding improvement of their training programme.

For D3, learners need to analyse their own goals for technical and tactical development and suggest how these goals can be achieved. Learners will also have to consider whether each target they have set is achievable and consider what factors may affect them from meeting their targets in full.



## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1, M2	Technical and Tactical Demands of a Selected Sport and Performance Analysis	You aspire to be a sports coach and aim to take a recognised coaching qualification. In preparation for this, you are studying the technical and tactical demands of a selected sport and how to analyse performance. Observe a selected sport and analyse the technical and tactical requirements. Assess the technical and tactical awareness of an elite performer.	Presentation and written report Witness statement
P3, P4, P5, P6, M3, M4, M5, D1, D2, D3	Technical and Tactical Development Programme and Review	Self-assessment of technical and tactical awareness, production and completion of training programme. Production of a development plan identifying future targets for development and performance.	Self-assessment with written report Training programme outline Diary of training programme and practical observation of training programme Written report

## Suggested resources

### Books

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

Atkinson et al – *Championship Swim Training* (Human Kinetics Europe, 2003) ISBN 9780736045438

Barber G – *Getting Started in Track and Field Athletics: Advice and Ideas for Children, Parents and Teachers* (Trafford Publishing, 2005) ISBN 9781412065573

Barham et al – *Animated Skill Drills for Netball Coaching – Animated Sports Coaching* (Tacklesport Ltd, 2000) ISBN 9780953816637

Bradbeer and Morrison – *Golf Skills and Techniques: Skills and Techniques* (Abbeyle Press, 2000) ISBN 9781861471017

Cushing A and Clarke T – *Animated Skill Drills for Hockey Coaching* (Tacklesport Consultancy Ltd, 2001) ISBN 9780953816644

Cushing and Cushing – *Animated Skill Drills for Rugby Union Coaching – Animated Sports Coaching* (Tacklesport Ltd, 1997) ISBN 9780953816606

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

Jones L – *Animated Skill Drills for Cricket Coaching – Animated Sports Coaching* (Tacklesport Ltd, 1999) ISBN 9780953816613

Knowles et al – *Animated Skill Drills for Soccer Coaching – Animated Sports Coaching* (Tacklesport Ltd, 1999) ISBN 9780953816620

Mgee K – *Coaching Basketball: Technical and Tactical Skills* (Human Kinetics Europe, 2007) ISBN 9780736047050

Mifune K – *Canon of Judo: Classic Teachings on Principles and Techniques* (Kodansha International Ltd, 2004) ISBN 9784770029799

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

### **Websites**

<a href="http://www.britishswimming.org">www.britishswimming.org</a>	Amateur Swimming Association
<a href="http://www.ausport.gov.au/ais">www.ausport.gov.au/ais</a>	Australian Institution of Sport
<a href="http://www.badmintonengland.co.uk">www.badmintonengland.co.uk</a>	Badminton Association of England
<a href="http://www.britishcycling.org.uk">www.britishcycling.org.uk</a>	British Cycling
<a href="http://www.british-gymnastics.org">www.british-gymnastics.org</a>	British Gymnastics
<a href="http://www.olympics.org.uk">www.olympics.org.uk</a>	The British Olympic Association
<a href="http://www.coachwise.co.uk">www.coachwise.co.uk</a>	Coachwise
<a href="http://www.dartfish.com">www.dartfish.com</a>	DartFish
<a href="http://www.lta.org.uk">www.lta.org.uk</a>	The Lawn Tennis Association
<a href="http://www.pzfootball.co.uk">www.pzfootball.co.uk</a>	Prozone
<a href="http://www.sisport.com">www.sisport.com</a>	Scottish Institute of Sport
<a href="http://www.ukathletics.net">www.ukathletics.net</a>	UK Athletics
<a href="http://www.uksport.gov.uk">www.uksport.gov.uk</a>	UK Sport

# Unit 9: Psychology for Sports Performance

Level:	<b>2</b>
Notional Learning Hours:	<b>100 (including 60 GLH)</b>
Unit value (NLH/10):	<b>10</b>
SRF unit code:	<b>20761G</b>

**This unit is internally assessed**

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## Unit aim

The aim of this unit is to develop learners' awareness and knowledge of the psychological factors that influence sports performance and how psychological skills can be developed.

## Unit introduction

How often do we hear sportspeople claiming that their success is down to their desire to win or to mental strength? At the top level most performers are equally talented and have trained equally hard, yet those who win seem to be those who can control their emotions best. We are becoming more and more aware of the importance of developing psychological skills, alongside physical skills, during the training period for use in competition. We are also becoming aware that there are differences between the needs of individual athletes and that psychological skills training programmes need to be tailored to the individual.

This unit is relevant for people who want to improve their understanding of the psychological factors involved in sport and who need knowledge of psychology in order to work as a sports coach, fitness instructor, or with athletes who are seeking to improve their performance.

This unit explores the subject of sport psychology and its key principles so learners can use these concepts to help improve sporting performance. The first part of the unit looks at the psychological demands of sports as these will differ between sports, as well as between individuals. The key psychological principles of motivation, personality and aggression and the role they play in sporting performance are then examined. Within this, learners will explore psychological skills which can be used to improve the performance of sportspeople, including the important skills of imagery, relaxation and goal setting. The final part of the unit gives learners a chance to put all their knowledge and skills together and produce a six-week training programme which addresses the psychological skills needed for a chosen sport.

## Outcomes of learning

On completion of this unit a learner should:

- 1 Know the psychological demands of a selected sport
- 2 Know the impact motivation can have on sports performance
- 3 Know the effect of personality and aggression on sports performance
- 4 Be able to develop and review a psychological skills training programme to enhance own sports performance.

## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Describe different psychological demands of a selected sport	M1 Explain different psychological demands of a selected sport	
P2 Describe the impact of motivation on sports performance	M2 Explain the impact of motivation on sports performance and different strategies that can be used to maintain and increase motivation	D1 Analyse the impact of motivation on sports performance and different strategies that can be used to maintain and increase motivation
P3 Describe different strategies that can be used to influence motivation		
P4 Describe how personality affects sports performance		
P5 Describe aggression and different strategies that can be used to control it	M3 Explain different strategies that can be used to control aggressive behaviour	D2 Evaluate different strategies that can be used to control aggressive behaviour
P6 Assess own attitudes and psychological skills in a selected sport, identifying strengths and areas for improvement		
P7 Plan, carry out and record a six-week training programme to improve psychological skills for a selected sport, with tutor support	M4 Plan independently, and carry out and record a six-week training programme to improve psychological skills for a selected sport	

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P8 Review the psychological skills training programme, identifying strengths and areas for improvement	M5 Review the psychological skills training programme, explaining strengths and areas for improvement	D3 Review the psychological skills training programme, justifying strengths and areas for improvement

## Unit content

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### 1 Know the psychological demands of a selected sport

Psychological demands:

- the types of attitudes and psychological skills individuals need to perform at high levels, e.g. anxiety control, self-confidence, motivation, control of aggression, competitiveness, concentration, decision-making and problem solving

### 2 Know the impact motivation can have on sports performance

Motivation:

- definition
- views, e.g. trait centred, situation centred and interactional views
- different motives for sport participants e.g. intrinsic and extrinsic factors, achievement motivation, attribution theory

Strategies:

- used to maintain and increase motivation, e.g. goal setting, imagery, self-talk

### 3 Know the effect of personality and aggression on sports performance

Personality:

- definition
- trait and situational approaches
- nature versus nurture
- personality types, e.g. introverts and extroverts, type A and type B
- impact of personality on sports participation and sports performance

Aggression:

- definitions (aggression and assertion)
- differentiation between aggression and assertion
- types of aggression, e.g. hostile and instrumental
- causes of aggression

Controlling aggression:

- methods, e.g. anger management, controlled breathing exercises
- ways to enhance performance through controlling aggression

#### **4 Be able to develop and review a psychological skills training programme to enhance own sports performance**

Assessment:

- assessing strengths and areas for improvement
- methods of analysis, e.g. coach, self, peers, performance profiling

Programme:

- SMART (specific, measurable, achievable, realistic, time-bound) objectives
- psychological skills, e.g. building motivation, developing self-confidence, changing concentration span, controlling anxiety, dealing with success and failure
- strategies, e.g. relaxation skills, goal setting, visualisation, imagery, self-talk

Recording progress:

- methods, e.g. diary, logbook, portfolio, video, observation records, witness statements

Review:

- against objectives and goals
- strengths and areas for improvement
- strategies for attainment of future goals

## Information for delivery staff

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### Essential requirements

Effective delivery of this unit requires access to tests used to assess psychological skills and to normative data for interpretation of test results.

### Employer engagement and vocational contexts

This unit focuses on the background knowledge of and skills in sports psychology that learners need to work in coaching or fitness instruction. Centres are encouraged to develop links with sports clubs who use sports psychologists or have coaches who implement psychological techniques. They could be invited as guest speakers or to give demonstrations of psychological techniques.

### Delivery guidance

This unit should be viewed as an introduction to sports psychology. Learners who complete this unit should be participating in sport competitively on a regular basis. Learners should also have access to a coach/coaching team. The unit will provide a basic introduction for each of the outcomes of learning.

Tutor input is necessary in order to cover the theoretical aspects of the unit. However, the unit should be delivered in a practical environment wherever possible. Learners will need information on how to prepare mentally for sports performance and how this can be achieved effectively.

When assessing their own psychological skills, learners should be advised to undertake a variety of assessments to gain this information, for example using performance profiling. Assessment could be completed by the coach, peers, parents or self. Once learners have completed assessments they should be directed towards setting specific objectives and goals for their development programme. For example, the ability to focus and re-focus, maintain confidence during sports performance, adopt correct attention, focus and concentration in a match situation, maintain motivation levels, control anxiety and deal with worry, deal with success and failure, adopt a professional attitude and promote skills in teamwork.

Once these objectives have been agreed learners can then plan the programme to meet the psychological demands identified through the assessment. The plan itself should be over a period of six weeks, during which the learner must complete a diary/logbook that will show clearly their progression towards the objectives and goals.

After completing the training programme learners will review their development against the specified objectives and goals, and will be expected to set themselves long-term goals for enhancing future psychological performance in sport. Learners should identify with coaching staff, and other experts, how these goals could be fully attained and the activities that could be undertaken to ensure that they are met in full.



Tutors could ask learners to produce presentation materials to describe different types of personality and the two types of aggression. If possible, learners could use professional sportspeople as examples of people who would be extreme personality types. When describing the effect personality has on sports performance learners should again use relevant examples from the world of sport and comment on their success or failure. The presentation should also examine the role aggression can play in sport. Learners should be advised to concentrate on their own sport and possibly select sports performers who have used aggression in positive and negative ways.

When learners are completing their psychological assessments it is important that they record the methods used in a written format. After the assessment has taken place learners should then consult tutors, coaches, sports psychologists and discuss a programme that could be implemented to improve their psychological skills and attitudes during sports performance. The support learners require to put this information together will determine the overall grade awarded. The learner should then carry out the six-week programme and record the developments in their logbook or diary. This should be completed after each session providing information on the development of psychological skills and attitudes. After completing the programme, learners should review the programme, examine areas for improvement and discuss how these areas could be improved for future performance.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

<b>Topic and suggested assignments/activities/assessment</b>
Introduction and overview of the unit.
<b>Assignment 1: The Psychological Demands of a Selected Sport (P1, M1)</b>
Tutor introduces the assignment brief.
Methods of identifying the psychological demands of a sport. Lecture followed by learner activity in groups.
Researching how teams develop and function: learner activity.
<b>Assignment 2: The Impact Motivation Can Have on Sports Performance (P2, P3, M2, D1)</b>
Tutor introduces the assignment brief.
Definitions of motivation: compare and contrast three different definitions. Learner activity.
Views of motivation: in groups learners can examine different views and report back on their research.
Theories of motivation: in groups learners can each examine a theory of motivation and present it to the rest of the group.
Practical session on trying out methods of enhancing motivation
<b>Assignment 3: The Effects of Personality and Aggression on Sports Performance (P4, P5, M3, D2)</b>
Tutor introduces the assignment brief.
Personality and methods of assessing personality: lecture followed by learner activities.

<b>Topic and suggested assignments/activities/assessment</b>
Researching the effect of personality on sports performance – learners to perform a library-based research exercise.
Aggression: definition and application. Tutor-led input with learner activities.
Dimensions of aggression: learner activities to find examples and differentiate between acts.
Methods of controlling aggression. Practical session for learners to try out methods.
<b>Assignment 4: Preparing a Psychological Skills Training Programme (P6, P7, P8, M4, M5, D3)</b>
Tutor introduces the assignment brief.
Methods of assessing psychological skills. Tutor-led input followed by practical tasks for learners.
Developing a psychological skills training programme. Learner-based activities – includes time for programme review.
Review of the unit.

### **Assessment guidance**

For P1, learners need to describe the psychological demands of a selected sport. Learners need to develop a list of psychological demands and then choose which four demands are most appropriate, and to what extent, for the sport of their choice. This information could be presented as a poster, adding a visual element to accompany written descriptions.

For P2, learners need to research the topic of motivation, its definition and dimensions. Learners can then produce a report covering the impact of motivation on sports performance and describing two strategies (P3) that can be used to influence motivation.

For criteria P4 and P5, learners need to research the topics of personality and aggression and show how these affect sporting performance. This information can be presented in the form of a presentation where learners use sportspeople as examples to back up their points.

For criteria P6, P7 and P8, learners will carry out a six-week project to develop their own psychological skills. Initially, they will assess their own psychological skills and then use these assessments to set themselves goals and objectives to work towards (P6). They will then plan and carry out a six-week training programme (P7) to meet these objectives and goals. Learners will need to record their progress via a suitable method, for example using a diary or logbook. Once the six weeks have been completed they will review their progress and identify strengths and future areas for improvement (P8). Evidence for these assessment criteria can be provided through the use of a logbook which learners will maintain to show their goals and objectives, their weekly progress and their final review. To achieve a maximum of a Pass grade this work will be closely supported by the tutor.

For M1, which builds on P1, learners will explain the relevance of each of the psychological demands of their chosen sport and this can be shown on their poster. For M2, learners will need to explain how motivation impacts on sports performance and explain two strategies that can be used to maintain and increase motivational impact on the individual, and the effect that they have. For M3, learners need to explain methods used to control aggressive behaviour, providing an explanation of what they are and how they work.

For M4, learners need to independently plan and carry out the psychological skills training programme. For M5, learners will review the six-week psychological skills training programme, explaining the strengths and areas for improvement.

In progressing from M2 to D1, learners will analyse the impact of motivation on sports performance and the two strategies used to influence motivation. In their analysis they need to look at the positive and negative consequences of motivation on sports performance and the strengths and areas for improvement of the two strategies used to influence motivation. For D2, learners will evaluate the strategies adopted to control aggressive behaviour by providing evidence to support the good and bad points of the strategies, and how they will affect sporting performance.

For D3, learners will review the programme and justify the strengths and the recommendations they have made for improving the psychological skills training programme. Learners will need to provide supporting reasons for their explanations provided for M5, which show how they arrived at their conclusions.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	The Psychological Demands of a Selected Sport	As an assistant to a sports psychologist explore the psychological demands relevant for a chosen sport.	Poster
P2, P3, M2, D1	The Impact Motivation Can Have on Sports Performance	As an assistant to a sports psychologist you are required to research the topic of motivational methods used to influence motivation.	Report

Criteria covered	Assignment title	Scenario	Assessment method
P4, P5, M3, D2	The Effects of Personality and Aggression on Sports Performance	Using your knowledge of sports psychology you are required to present to a coach your knowledge of personality and aggression and how they influence sports performance.	Presentation Witness statement
P6, P7, P8, M4, M5, D3	Preparing a Psychological Skills Training Programme	Using yourself and your own sports performance as a case study you will develop a psychological skills training programme.	Practical work and logbook Observation records/ Witness testimony

## Suggested resources

### Books

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

Beashel P, Sibson A and Taylor J – *Edexcel Sport Examined* (Nelson Thornes, 2004) ISBN 9780748777242

Jarvis, M – *Sport Psychology: A Student's Handbook* (Routledge, 2006) ISBN 9781841695822

### Websites

<a href="http://www.bases.org.uk">www.bases.org.uk</a>	British Association of Sport and Exercise Sciences
<a href="http://www.istadia.com">www.istadia.com</a>	Istadia
<a href="http://www.mindtools.com">www.mindtools.com</a>	Mind Tools
<a href="http://www.youtube.com">www.youtube.com</a>	YouTube

# Unit 10: Nutrition for Sports Performance

Level:	<b>2</b>
Notional Learning Hours:	<b>100 (including 60 GLH)</b>
Unit value (NLH/10):	<b>10</b>
SRF unit code:	<b>20762G</b>

**This unit is internally assessed**

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## Unit aim

The aim of this unit is to develop learners' knowledge of and skills in personal nutrition linked to sports performance.

## Unit introduction

A well-balanced diet is a key factor in successful sports performance and good nutrition is essential to keep the body healthy. Poor nutrition can cause illness or fatigue, especially for athletes who regularly take part in training sessions and competition. A well-balanced diet, that is matched to energy expenditure and recovery from both training and competition schedules, is essential. The link to maintaining appropriate body weight and body composition is a key aspect in maintaining and improving sports performance.

This unit enables learners to work, where possible, with individuals such as athletes, coaches, personal trainers and nutritionists.

The first part of the unit considers energy demands of sports and the nutritional requirements needed in order to maintain energy levels. Learners will develop their knowledge of the importance of macro and micronutrients, alongside adequate fluid levels and their role in achieving a balanced diet. This will be linked directly to sports performance and how dietary intake may be increased or reduced before, during or after training or competition. Learners will develop a personal food diary to establish their own eating patterns and identify any areas for improvement.

In the second part of the unit, learners will work together, supported by specialist staff, to plan, implement and review their own diet and personal nutritional strategy for the future. This will include details such as meal planning and adequate rehydration and how diet can be supplemented in order to meet individual needs. Learners can include personal preferences covering a variety of different food types, meal plans, supplements, drinks, and the costs of maintaining a healthy eating plan.

## Outcomes of learning

On completion of this unit a learner should:

- 1 Know the nutritional requirements of a selected sport
- 2 Be able to assess own diet
- 3 Be able to plan a personal nutritional strategy
- 4 Be able to implement and review a personal nutritional strategy.

## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Describe the nutritional requirements of a selected sport	M1 Explain the nutritional requirements of a selected sport	D1 Evaluate the nutritional requirements of a selected sport describing suitable meal plans
P2 Collect and collate information on own diet for two weeks		
P3 Describe the strengths of own diet and identify areas for improvement	M2 Explain the strengths of own diet and make recommendations as to how it could be improved	D2 Justify recommendations made regarding improving own diet
P4 Create a personal nutritional strategy, designed and agreed with an adviser	M3 Contribute own ideas to the design of a personal nutritional strategy	
P5 Implement a personal nutritional strategy		
P6 Describe the strengths of the personal nutritional strategy, identifying areas for improvement	M4 Explain the strengths of the personal nutritional strategy, making recommendations as to how it could be improved	

## Unit content

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### 1 Know the nutritional requirements of a selected sport

Nutrients:

- carbohydrates
- fat
- protein
- water
- vitamins
- minerals
- functions and dietary sources

Healthy diet:

- balance of good health
- preparation of food
- importance (general health and lifestyle, energy levels, training and competition performance)

Sports-specific requirements:

- before, during and after training
- before, during and after competition
- during rest periods
- supplements
- hydration
- energy intake
- meal planning

### 2 Be able to assess own diet

Collecting and collating information:

- e.g. food diaries, type, amount, timing, feelings

Assess:

- e.g. comparison with relevant guidelines, paper-based calculations, dietary analysis software

Report:

- strengths and areas for improvement, e.g. eating less or more food, eating less or more of a particular food group, eating at different times, preparing food in a different way, drinking more fluid or drinking different types of fluid, in relation to sports performance and training

### **3 Be able to plan a personal nutritional strategy**

Nutritional strategy:

- e.g. food groups, balance of good health, rehydration, preparation, quantity, timing, energy intake, avoidance of substances that have a negative impact, supplementation (energy bars, vitamin and mineral supplements, creatine, protein powders)

Meal plans:

- e.g. type, amount, preparation, fluid

Adviser:

- e.g. coaching staff, nutritionists, tutors

### **4 Be able to implement and review a personal nutritional strategy**

Implement:

- before, during and after training
- before, during and after competition
- food diaries

Monitor and review:

- e.g. how the nutritional strategy is meeting needs, adopting the nutritional strategy, how the nutritional strategy fits in with likes, dislikes and lifestyle, cost, results, modify strategy as required



## Information for delivery staff

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### Essential requirements

Effective delivery of this unit will require a range of texts and the use of a suitable computer software package such as Microdiet is recommended.

### Employer engagement and vocational contexts

This unit focuses on the research and practical aspects of nutrition related to sport, and provides learners with a sound understanding of the importance of a healthy diet and meal planning. Centres are encouraged to develop links with local health education professionals, sports teams, and local food suppliers or supermarkets.

### Delivery guidance

Learners need to understand the nutritional demands and energy requirements of a selected sport. Tutors should introduce the topic by identifying the importance of a healthy diet for general health and lifestyle and for competitive performance. The nutrients essential to health, their function and food sources should also be covered. Learners can carry out activities where they identify the main nutrient(s) in a range of different foods. Healthy eating guidelines should then be discussed, looking at the food groups and how to ensure a balanced diet.

Sports-specific nutritional requirements need to cover pre- and post-training and competition, rest periods and hydration. Learners can look at the benefits and drawbacks of a range of nutritional supplements through individual or group research. Meal planning will enable learners to apply their knowledge.

Learners need to be able to assess their own diet. This will involve recording all the food they consume in a diary or log then comparing the results with recommended guidelines. Learners need to understand the range of information a food diary should include and they should be introduced to paper-based and electronic methods of analysing dietary information. It is recognised that not all centres will have access to computer software so electronic methods of dietary analysis do not actually have to be carried out. It is important to give learners the opportunity to practise examining and discussing diets designed for sports participants, to help them identify the strengths of their current diet and areas for improvement.

Learners need to understand how to plan a personal nutritional strategy, which should include food groups and quantities, fluid intake and rehydration. Methods of preparing food, timing of food intake and supplementation should also be included in the strategy. It would be useful for learners to see examples of nutritional strategies for elite and professional performers. Learners also need to be aware of who can help them devise a personal nutritional strategy and then plan their own with support. It is often unrealistic for the personal nutritional strategy to be ideal; what it should do is move the learner towards a better diet and healthier lifestyle.

The final part of the unit requires learners to implement and review their personal nutritional strategy. The implemented strategy should cover a period of two weeks.

The input of relevant guest speakers would provide a valuable addition to the delivery of this unit.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

<b>Topic and suggested assignments/activities/assessment</b>
Introduction and overview of the unit.
<b>Assignment 1: Nutrition Intake and Sport (P1, M1, D1)</b> Know the nutritional requirements of a selected sport. Tutor introduces the assignment brief.
Macro and micronutrients: a balanced diet and hydration. Tutor-led delivery.
Energy intake and expenditure linked to sports diets, training and competition – small-group research and group feedback via presentation.
<b>Assignment 2: Food – How Much and How Often? (P2, P3, M2, D2)</b> Be able to assess own diet. Tutor introduces the assignment brief.
Food diaries, methods of recording, advantages/disadvantages (tutor-led) and then research in pairs. Individual completion of food diary.
Individual work. Analysis of own diet and areas for improvement. Written report on areas for improvement of own diet.
<b>Assignment 3: Personal Nutritional Strategy (P4, M3)</b> Tutor introduces the assignment brief and nutritional strategy.
Meeting nutritional requirements/strategies. Tutor-led (guest speaker) meal planning and small-group practical research on supplements. Poster presentation to the group.
Planning and creating meals/snacks/drinks. Small-group practical on presenting a breakfast, lunch, dinner and snacks for the group.
<b>Assignment 4: My Healthy Nutrition Plan (P5, P6, M4)</b> Tutor introduces the assignment brief.
Follow the nutritional strategy. Tutor-led pre, inter and post-event nutrition. Small-group work. Learners devise and price up their own meal plans and snacks based on exercise output.
Evaluate the effectiveness of the plan. Small-group discussion and summary report of the strengths of the meal plans and how they can be improved.
Evaluation of the unit.

## Assessment guidance

For P1, learners need to describe the nutritional requirements of a selected sport and link this to a healthy balanced diet. The inclusion of macro and micronutrients should be a key part of the work. The benefits of a healthy diet and sports-specific nutritional requirements should also be covered. In terms of a healthy diet learners should identify food groups, quantities, preparation of food and fluid intake. For M1, they will need to discuss the demands of their chosen sport and explain how nutritional requirements may change or alter.

For D1, learners must evaluate nutritional requirements and link this to a named sport, providing examples of different meal plans for pre, inter, and post-event and when at rest.

For P2, learners need to collect and record information on their own diet over a two-week period. This may be via a simple diary or food log which can be linked to P3 to describe their own diet, looking at the strengths and areas for improvement. For M2, learners must explain how their own diet can be improved and how recommendations can be implemented. The use of nutrition software packages may be a useful learning tool to help achieve this. For D2, learners should justify their recommendations for improving their own diet.

From this, learners can meet P4 by creating, with support, a personal nutritional strategy and plan. Learners will need to contribute their own ideas to the plan to meet M3. This could include hydration, personal likes and dislikes of foods, methods of preparing foods, eating regimes or supplements.

For P5, learners should implement their own agreed strategy for two weeks, linking this to their food diary or food log. Criterion P6 focuses on the strengths of the personal nutritional strategy and how this could be amended or changed in the future to meet the needs of their sporting activities. For M4, learners should explain the strengths of their own personal nutritional strategy and make specific recommendations for further improvement.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Nutrition Intake and Sport	Your sports coach has asked you to look at your diet and nutritional intake and check that this is appropriate for your sports training and performance. Determine the nutritional requirements of a selected sport.	Presentation Witness statement
P2, P3, M2, D2	Food – How Much and How Often?	Complete a personal two week food diary.	Written report and poster presentation

Criteria covered	Assignment title	Scenario	Assessment method
P4, M3	Personal Nutritional Strategy	Using information gained from your food diary, create a personal nutritional strategy and individual meal plans for a two-week period.	Written diary/log Menu and snack plans
P5, P6, M4	My Healthy Nutrition Plan	Implement your personal nutritional strategy and monitor and review your plan.	Written report

## Suggested resources

### Books

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

Bean A – *Food for Fitness* (A&C Black, 2008) ISBN 9780713681284

Bean A – *Sports Supplements* (A&C Black, 2007) ISBN 9780713682595

Burke L – *Practical Sports Nutrition* (Human Kinetics, 2007)  
ISBN 9780736046954

Griffin J – *Food for Sport, Eat Well, Perform Better* (Crowood, 2001)  
ISBN 9781861262165

HMSO – *Manual of Nutrition, 11th Edition* (TSO, 2008) ISBN 9780112431169

Karinch M – *Diets Designed for Athletes* (Human Kinetics, 2001)  
ISBN 9780736038348

Larson-Meyer D E – *Vegetarian Sports Nutrition* (Human Kinetics, 2006)  
ISBN 9780736063616

Manore M et al – *Sport Nutrition for Health and Performance* (Human Kinetics, 2000)  
ISBN 9780873229395

Meltzer S and Fuller C – *Complete Book of Sports Nutrition* (New Holland, 2007)  
ISBN 9781845370817

Rinzler C A – *Nutrition for Dummies, 4th Edition* (Wiley, 2006) ISBN 9780471798682

Thandani S – *Kids Football Fitness* (A&C Black, 2008) ISBN 9781408105733

## **Journals**

*British Journal of Nutrition*

*British Medical Journal*

*International Journal of Sports Nutrition*

*Journal of Nutrition*

*Journal of Sports Nutrition*

## **Websites**

[www.bases.org.uk](http://www.bases.org.uk)

British Association of Sport and Exercise Sciences

[www.nutrition.org.uk](http://www.nutrition.org.uk)

British Nutrition Foundation

[www.olympics.org](http://www.olympics.org)

British Olympic Committee

[www.foodstandards.gov.uk](http://www.foodstandards.gov.uk)

Food Standards Agency

[www.ifr.ac.uk](http://www.ifr.ac.uk)

Institute of Food Research

# Unit 11: Development of Personal Fitness

Level:	<b>2</b>
Notional Learning Hours:	<b>50 (including 30 GLH)</b>
Unit value (NLH/10):	<b>5</b>
SRF unit code:	<b>20763G</b>

**This unit is internally assessed**

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## Unit aim

This unit will develop learners' skills to plan, implement and evaluate a personal fitness training programme specific to their sporting goals.

## Unit introduction

In order to design a successful personal fitness training programme, a number of factors should be taken into account. These include the individual's personal goals, medical history, lifestyle and physical activity history. By considering this information, the fitness training programme will be tailored to specifically meet the individual's personal needs, requirements and interests.

In this unit learners will liaise with a sports coach, or specialist teaching staff, in order to plan and agree a personal fitness training programme. Learners will develop the skills and knowledge to be able to set personal fitness goals, plan a suitable six-week training programme, and implement and review the programme making modifications where necessary. Learners will need to maintain a training diary throughout the duration of their programme. Through their training diary, learners will be able to monitor their performance and personal achievements and record programme progression. Maintaining a training diary will also enable learners to keep an accurate account of their motivation levels and commitment towards completing their training programme and achieving personal goals.

Before starting their training programme, and throughout the duration of the programme, learners will need to consider any potential barriers to training. Barriers to training will include any factors which might cause learners to avoid or discontinue their fitness training regime. Learners will need to prepare exercise adherence strategies to help them keep to their training regime and complete their six-week programme.

This unit is particularly relevant for those who would like to work in sports coaching, fitness instruction and elite sport.

## Outcomes of learning

On completion of this unit a learner should:

- 1 Be able to plan a personal fitness training programme
- 2 Know personal exercise adherence factors and strategies
- 3 Be able to implement and review a personal fitness training programme.

## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Create a six-week personal fitness training programme with a coach, with their agreement	M1 Contribute own ideas to the design of a six-week personal fitness training programme	
P2 Describe personal exercise adherence factors and strategies	M2 Explain personal exercise adherence factors and strategies	D1 Evaluate personal exercise adherence strategies for overcoming barriers to exercise
P3 Implement a six-week personal fitness training programme, maintaining a training diary		
P4 Describe the strengths of the personal fitness training programme, identifying areas for improvement	M3 Explain the strengths of the personal fitness training programme, making suggestions for improvement	D2 Justify suggestions related to identified areas for improvement in the personal fitness training programme

## Unit content

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### 1 Be able to plan a personal fitness training programme

Goal setting:

- short-term, medium-term and long-term
- importance of goal setting

Information:

- e.g. personal goals, lifestyle, medical history, physical activity history, dietary history, dietary preferences, supplement use, nutritional knowledge, attitudes and motivation

Physical fitness training programme:

- aims and objectives
- principles of training (frequency, intensity, time, type, overload, specificity, progression, individual differences, variation, reversibility)
- warm up and cool down
- training methods, e.g. flexibility (static stretching, ballistic stretching, proprioceptive neuromuscular facilitation – PNF – stretching), strength, muscular endurance and power (resistance machines, circuit training, free weights, plyometrics), aerobic endurance (continuous training, fartlek training, interval training), speed training (interval training, fartlek training)

### 2 Know personal exercise adherence factors and strategies

Exercise adherence factors:

- overcoming barriers, e.g. access to facilities, time, motivation, cost
- implementing enjoyable activities
- benefits of the personal fitness training programme

Exercise adherence strategies:

- e.g. setting SMART (specific, measurable, achievable, realistic, time-bound) targets, support and reinforcement, rewards for achieving goals



### **3 Be able to implement and review a personal fitness training programme**

Implement:

- e.g. take part in planned sessions, perform to best of ability, gain agreement for any missed sessions, importance of commitment

Training diary:

- log of performance and achievement
- programme progression
- motivation for training

Review:

- during and post implementation
- modify programme to achieve planned goals

Strengths:

- areas of the programme where aims and objectives have been achieved

Areas for improvement:

- where outcomes do not meet planned goals

## Information for delivery staff

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### Essential requirements

Learners need access to an appropriate area to undertake the practical and physical elements of the unit such as a sports hall or gym. Learners will also need to have dialogue with a sports coach, tutor, instructor or other appropriate adviser in order to plan their personal fitness training programme.

### Employer engagement and vocational contexts

In order to undertake this unit successfully, learners need to be able to explore examples of fitness training programmes and training methods. Learners will need access to a practising sports coach, tutor, instructor or other appropriate adviser to enable them to plan a personal fitness training programme.

### Delivery guidance

Tutors should introduce the unit by identifying the principles of training and the training methods available. The unit has a large practical component. It is recommended that learners actively participate and experience a number of training methods to gain a 'taster' of which methods they might best use in their training programme.

Learners need to work with a sports coach, instructor or other appropriate adviser to plan and implement a personal fitness training programme. Before planning the personal fitness training programme learners should cover the theory behind fitness training programme design. The different methods of training should be identified and, where possible, experienced practically. Learners also need to understand the principles of training and be able to apply these principles to their programme design. The importance of setting SMART goals needs to be covered, and examples of suitable goals provided. Learners need to be aware of the factors that might prevent them from completing their six-week fitness training programme and how exercise adherence strategies can be used effectively to prevent this from occurring.

The final part of the unit requires learners to implement and review their personal fitness training programme.

The training programme should be implemented for a period of six weeks and learners should maintain a training diary to log their personal performance, progression, motivation levels and continued commitment to completing the training programme. Learners should be introduced to the benefits of keeping training diaries and the information that needs to be recorded. Learners should review their training programme and will need to describe the strengths of their programme, taking into account information collated in their training diary, and identify areas which could be improved in order to achieve planned goals. Skills in evaluating a fitness training programme can be developed using case studies.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

<b>Topic and suggested assignments/activities/assessment</b>
Introduction and overview of the unit.
Considering medical history and physical activity history – use of exemplar questionnaires to collate information.
Exploring dietary history and knowledge – learner activities and group discussion.
<b>Assignment 1 - Plan and Implement a Personal Fitness Training Programme (P1, M1, P2, M2, D1, P3, P4, M3, D2)</b>
Tutor introduces the whole unit assignment brief and programme design.
Learner research task: personal goals, lifestyle, motivation and feedback to the group – goal setting.
Considering principles of training – interactive lecture.
Planning a personal fitness training programme: including gaining agreement from coach/trainer and discussion of exercise adherence issues.
Planning a training diary – essential aspects and design.
Exercise adherence factors and strategies – group discussion and activities.
Implement the fitness training programme and maintain a training diary. Training programme to be implemented for a six-week period. Includes time allocated for learners to undertake training in own time and keep their training diary updated.
Learner to liaise with coach/trainer to check progression – modify programme accordingly.
Programme review and evaluation.
Review of the unit.

## Assessment guidance

For P1, learners need to design a personal fitness training programme developed and agreed with a coach or other appropriate adviser. The programme must cover a period of at least six weeks and be suitable for the learner's needs and goals. The programme should also apply the principles of training as stated in the Unit content. Suitable methods of training should be selected. For P2, learners need to describe personal exercise adherence factors, and strategies that they can implement which will help them complete their programme. A written report or recorded discussion with their coach or tutor would provide suitable evidence.

For P3, learners need to undertake a six-week personal fitness training programme. Evidence of participation should be recorded in a training diary which identifies the training carried out and records the date and details of each session. The training diary will also need to include details of modifications made to the programme in order to achieve planned goals and maintain motivation for training.

For P4, learners need to review their training programme, describing the strengths and areas for improvement. A written report or recorded discussion with their coach or tutor would provide suitable evidence.

Grading criterion M1 links to P1, and requires learners to play a more active role in the design of a personal fitness training programme, contributing a number of their own ideas. Evidence of this could be in the form of written notes of a discussion with a coach or tutor and/or a tape recording. The programme must cover a period of at least six weeks and be suitable for the learner's needs and goals.

For M2, which links to P2, learners need to explain personal exercise adherence factors and strategies. Learners need to set out in detail their exercise adherence factors and strategies for overcoming barriers, providing reasons and/or evidence to show how these will help them to complete their six-week training programme.

For M3, which links to P4, learners need to review their programme, explaining the strengths and providing recommendations for improvement.

Grading criterion D1 builds on M2, and requires learners to evaluate their personal exercise adherence strategies for overcoming barriers to exercise. Learners should consider each strategy carefully and provide reasons and/or evidence for their views or statements. For D2, which builds on M3, learners need to justify their suggestions for improving their personal fitness training programme. Learners will need to provide reasons to show how they arrived at their conclusions. This may include why frequency, intensity, time and type(s) of training have changed or why the structure of the training year has changed.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, M1, M2, M3, D1, D2	Plan and Implement a Personal Fitness Training Programme	You would like to improve your fitness levels to enhance your sports performance and overall health and wellbeing.  Plan a personal fitness training programme with a coach, implement the programme for a period of six weeks and review the programme success.	Practical observation and assessment Written report Training programme Training diary

## Suggested resources

### Books

- Ackland J – *The Complete Guide to Endurance Training* (A&C Black, 2007)  
ISBN 9780713679038
- Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220
- Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173
- Allen M B – *Sports Exercise and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc, 2005) ISBN 9781563088193
- American College of Sports Medicine and Schwarzenegger A – *ACSM Fitness Book* (Human Kinetics Europe, 2003) ISBN 9780736044066
- Bean A – *The Complete Guide to Strength Training* (A&C Black, 2008)  
ISBN 9781408105399
- Bird S R et al – *Exercise Benefits and Prescription* (Stanley Thornes, 1998)  
ISBN 9780743733156
- Chu D A – *Jumping into Plyometrics, 2nd Edition* (Human Kinetics, 1998)  
ISBN 9780736000963
- Dick F W – *Sports Training Principles* (A&C Black, 2007) ISBN 9780713682786
- Fulcher K and Fox P – *Your Personal Trainer: The Ultimate Guide to Getting Fit for any Sport* (Metro Books, 2002) ISBN 9781843580027
- Hazeldine R – *Fitness for Sport* (The Crowood Press, 2000) ISBN 9781861263360
- Lawrence M – *The Complete Guide to Core Stability* (A&C Black, 2007)  
ISBN 9780713683479
- Moran G T and McGlynn G – *Cross Training for Sports: Programmes for 26 Sports* (Human Kinetics, 1997) ISBN 9780880114936
- Norris C M – *The Complete Guide to Stretching* (A&C Black, 2007)  
ISBN 9780713683486
- Rushall B S – *Training for Sports and Fitness* (Palgrave Macmillan, 1991)  
ISBN 9780732901899
- Scott A – *GCSE PE for Edexcel* (Heinemann, 2001) ISBN 9780435506360
- Sharkey B J and Gaskill S E – *Fitness and Health* (Human Kinetics, 2006)  
ISBN 9780736056144

### Journals

- American College of Sport Medicine's Health and Fitness Journal*
- British Journal of Sports Medicine*
- Exercise and Sport Sciences Reviews*
- International Journal of Sports Science and Coaching*
- Medicine and Science in Sports and Exercise*
- Research Quarterly for Exercise and Sport*

**Websites**

<a href="http://www.acsm.org">www.acsm.org</a>	American College of Sports Medicine
<a href="http://www.bases.org.uk">www.bases.org.uk</a>	British Association of Sport and Exercise Sciences
<a href="http://www.humankinetics.com">www.humankinetics.com</a>	Human Kinetics
<a href="http://www.sportsci.org">www.sportsci.org</a>	Sport Science
<a href="http://www.sportscoachuk.org">www.sportscoachuk.org</a>	Sports Coach UK
<a href="http://www.topendsports.com">www.topendsports.com</a>	Top End Sports

# Unit 12: Lifestyle and the Sports Performer

Level:	<b>2</b>
Notional Learning Hours:	<b>100 (including 60 GLH)</b>
Unit value (NLH/10):	<b>10</b>
SRF unit code:	<b>20764G</b>

**This unit is internally assessed**

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## Unit aim

The aim of this unit is for learners to understand and demonstrate the components of an appropriate lifestyle and life skills for an athlete.

## Unit introduction

Success in sport is not only about physical fitness, nutrition, technical, tactical and mental skills. It is also important that athletes are professional in all aspects of their life. The reputation and success of an athlete depends on them being reliable and spending their leisure time in a way that does not harm their ability to perform or bring themselves or their sport into disrepute.

Good communication skills and the ability to work well with others will help an athlete to develop their career as a sports person. To be successful, athletes need to be able to communicate and work well with a range of people, including coaching staff, managers, advisers and other athletes. Successful athletes also have to take part in media interviews.

Individuals who aspire to perform at a high level in their sport need to set themselves goals and plan how they are going to achieve these goals. This involves career and financial planning and should also cover the possibility that an athlete may not make it as a professional.

This unit develops learners' knowledge and skills to adopt a lifestyle appropriate to an athlete. It is aimed at individuals competing at a high level.

The first part of the unit looks at time management. It involves learners planning and prioritising work commitments such as training, competition and other types of employment and education. It also involves learners making good use of their leisure time, ensuring that leisure activities do not interfere with their performance. Pressure from peers, coach/support staff and family are investigated and strategies to cope with these pressures are discussed. Appropriate behaviour in a range of situations, including training, competition, at home and at social functions, is discussed.

The second part of the unit looks at career management, communicating effectively and working with others. Financial management and first and second career choices are explored. Effective communication skills and working relationships are examined and put into practice. Media interviews are also planned and carried out.

## **Outcomes of learning**

On completion of this unit a learner should:

- 1 Be able to manage different pressures on own work commitments and leisure time
- 2 Know appropriate behaviour for an athlete
- 3 Know the factors that influence effective career planning
- 4 Be able to participate in a media interview.



## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Produce a realistic plan for work commitments and leisure time for a period of one month	M1 Explain the way work commitments and leisure activities have been planned and prioritised	
P2 Describe different pressures on athletes	M2 Explain the reasons for different pressures on athletes, including suitable strategies that can be used to deal with these pressures	
P3 Identify strategies that can be used to deal with pressures on athletes		
P4 Describe appropriate behaviour for athletes in different situations	M3 Explain appropriate behaviour for athletes in different situations	D1 Evaluate the effects and consequences of the behaviour of athletes in different situations
P5 Describe realistic goals in a personal athletic career plan, including second career choices	M4 Explain goals in a personal athletic career plan, and second career choices	D2 Justify goals in a personal athletic career plan, and second career choices
P6 Describe financial factors athletes need to consider		
P7 Describe the skills needed to communicate and work effectively with others	M5 Explain the skills needed to communicate and work effectively with others	

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P8 Prepare for, and be the subject of, a media interview, describing own strengths and areas for improvement	M6 Explain own strengths and areas for improvement when participating in a media interview	D3 Present recommendations on how to improve own media interview skills

## Unit content

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### **1 Be able to manage different pressures on own work commitments and leisure time**

Work commitments:

- e.g. training, competition, study, other forms of employment

Leisure time:

- social life
- inappropriate activities e.g. alcohol, drugs, smoking
- appropriate leisure activities e.g. rest and recovery, golf, cinema
- home

Pressures:

- people, e.g. peers, family, coaching staff, teachers
- lifestyle, e.g. alcohol consumption, use of drugs, smoking, social life, level of performance in training and competition
- dealing with pressure, e.g. support network, group and one-to-one discussions, lifestyle changes, time planning, media training

Planning aids, for example:

- diaries (paper, electronic)
- support staff (personal assistant, manager, coach)

### **2 Know appropriate behaviour for an athlete**

Behaviour:

- e.g. adherence to rules, respect for peers and others (coaches, officials, spectators), acting as a role model, appropriate clothing, conduct and manners

Situations:

- e.g. during training and competition, at home, social functions

### **3 Know the factors that influence effective career planning**

Goals:

- short-term
- medium-term
- long-term

Athletic career:

- e.g. current expectations as an athlete, key review dates, change of coach, change of club, contingencies for illness, accident and injury

Second career:

- career options inside and outside professional sport e.g. coach, teacher, media, sports development, physiotherapist, sports science support
- qualifications and experience

Financial management:

- e.g. financial advice, income, expenditure, taxation, savings, investment, insurance, pension, legal and contractual requirements

### **4 Be able to participate in a media interview**

Communication skills, for example:

- verbal communication, e.g. choice of language, tone, pitch, speed
- non-verbal communication, e.g. body language, gestures
- active listening skills
- asking questions

Working with other people:

- working relationships, e.g. coaching staff, managers, advisers, fellow athletes
- reviewing and improving relationships

Media:

- e.g. TV, radio, press, print media (local, national and international); requirements of different media

Prepare:

- e.g. purpose, anticipating likely questions, scripts and prompt sheets, rehearsals, appearance and presentation, sensitive issues, sources of help and advice

Delivery:

- e.g. use of speech, pace, intonation, clarity, body language, confidence, use of equipment

## Information for delivery staff

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### Essential requirements

Learners will not need specialised equipment for this unit, but access to the internet, video making technology and interview studios is highly recommended.

### Employer engagement and vocational contexts

This unit would be best delivered alongside or incorporating some form of sporting excellence, this may take the form of a youth academy. Employer links should be sought in a range of sports delivered locally at a high level. The involvement of practitioners, coaches, managers, agents or journalists is encouraged in the delivery of this unit.

### Delivery guidance

Learners need to understand how to plan their work commitments and leisure activities. Appropriate and inappropriate leisure activities should be identified and discussed. Types of work commitment should also be discussed as well as the importance of prioritising these. Learners should be introduced to a range of paper-based and electronic planning tools. They should also be encouraged to identify the types of pressure athletes face from different people and the strategies that can be used to deal with these pressures. This can be achieved through group discussion.

It is important that learners understand appropriate behaviour for athletes. This is best approached by looking at case studies, identifying why certain behaviour is appropriate or inappropriate and discussing the implications of behaving in a particular way. A range of situations should be covered, including during training and competition, at home and at social functions. It will not always be possible to use case studies and, in this situation, discussions should take place.

Career planning needs to cover the short-, medium- and long-term. Short-term career planning will primarily involve the athlete's competitive career but contingency plans should be made for illnesses and injury. Case studies of successful athletes would be useful for learners. Long-term career planning will involve the athlete's career outside competitive sport and learners need to understand the qualifications and experience they need to pursue their chosen career. SkillsActive and Connexions have a range of information on careers in sport which learners can access. Job advertisements, job descriptions and person specifications can also be examined.

Financial planning is important for any athlete and learners should be introduced to potential sources of income, tax issues, savings, investment, insurance, pension provision, legal and contractual requirements and sources of financial advice.

Communication and working relationships are also important for athletes. Learners should develop their communication skills. The ability to work effectively with others should be developed through role-play situations.

Learners need to understand the different media available. The specific requirements for communicating with the media need to be covered; both the need to prepare for media interviews and how to deliver an effective media interview. Examples of athletes giving media interviews could be used to provide examples of effective and ineffective media interview skills. Learners can develop their skills through role-play situations. The media interview could be conducted by peers, the tutor or an appropriate guest speaker/lecturer.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

<b>Topic and suggested assignments/activities/assessment</b>
Introduction and overview of the unit.
<b>Assignment 1: Get Organised (P1, M1)</b> Tutor introduces the assignment brief. Group discussion covering work commitments and leisure time.
Time management exercises, design schedules for personal use and case study schedules.
The life of an athlete – video diaries from performers, guest lectures from athletes or former athletes.
Lifestyle considerations: case studies for classroom discussion.
<b>Assignment 2: Under Pressure (P2, P3, P4, M2, M3, D1)</b> Tutor introduces the assignment brief and discussion focusing on appropriate behaviour for an athlete.
How athletes behave, role models, class discussion and interview design.
Interview athletes on lifestyle and behaviour in a pre-defined set of scenarios, role play athlete scenarios.
Pressure scenarios – case study/role play several high-pressure situations and act out a considered response.
Press interviews – tutor defines nature and role of the media (role play), learners design a press statement and review the process.
<b>Assignment 3: Goals! (P5, M4, D2)</b> Tutor introduces the assignment brief.
Workshops and learner activities covering career planning. Includes time for learner initiated private study.
<b>Assignment 4: Money Matters (P6)</b> Tutor introduces the assignment brief.
Financial management – role-play scenarios related to personal finance, athlete management and promotion of a positive image. Includes time for learner research task.
Communication workshops on athlete image, media presentation, effective communication with significant others e.g. coach, media, team mates, agent, sponsor.
<b>Assignment 5: The Media Interview (P7, P8, M5, M6, D3)</b> Tutor introduces the assignment brief and how to communicate effectively with the media and significant others.
Learner media interviews and time allocated for learner review of own performance.
Evaluation of the unit.

## Assessment guidance

Assessment of this unit requires learners to plan their work commitments and leisure time realistically. A paper-based or electronic diary would provide suitable evidence. All work commitments, including training, competition, study and other forms of employment, should be included. These need to be prioritised where appropriate. Leisure time also needs to be planned and suitable leisure activities identified.

For P1, learners should complete a lifestyle plan for one month, demonstrating their understanding of balancing life commitments. The plan should be realistic, i.e. valid for the learner's lifestyle. Tutors could provide a suggested template for the plan, which will need to cover work commitments and leisure time as stated in the Unit content. For M1, learners should provide an explanation of how work commitments and leisure time have been planned. A written explanation could be presented alongside their plan to meet this criterion. A separate but linked assessment evaluating the effects and consequences of athlete behaviour (using real world examples) would satisfy the evidence required for D1.

Learners need to describe three different pressures on athletes, covering people and lifestyle pressures (P2), and then identify strategies that can be used to deal with these pressures as evidence for P3. Assessment evidence could be presented in the form of a video diary. For M2, learners need to explain these pressures and provide detailed examples of strategies used to cope with pressure, such as media training. Explanations should be based on realistic scenarios.

Describing appropriate behaviour for athletes would provide evidence for P4. Descriptions could include adhering to the rules, respect for peers and others, acting as a role model, appropriate clothing, appropriate conduct and manners, across a range of different situations. Three different situations need to be covered and could include during training, during competition, at home or at social functions. Further explanations for three specific situations/scenarios could provide evidence for M3. A written report or presentation would provide suitable evidence to meet these criteria. If a presentation is selected as the assessment method, this should be supported by a suitable tutor observation record/witness statement to confirm the grading criteria met/not met.

For P5, learners need to describe realistic short-, medium- and long-term goals in a personal athletic career plan, including second career choices. The goals should be valid for the learner. An explanation (M4) and justification (D2) of the goals set, and second career choices, will provide evidence to meet the higher grading criteria. Assessment evidence for P5, M4 and D2 could be presented as a written log or diary. Learners also need to describe three financial issues that athletes should consider. Assessment evidence could take the form of a presentation to meet P6.

Learners need to describe (P7) and explain (M5) the skills needed to communicate and work effectively with others. They will also need to prepare for and participate in a media interview for P8. A videoed role-play exercise would provide evidence of carrying out a media interview. Learners could gather feedback from peers and their tutor in order to write a self-reflection describing their strengths and areas for improvement. A written explanation of the strengths and areas for improvement would provide evidence for M6. Criterion D3 requires learners to put forward recommendations as to how they can improve their media interview skills. Practical role-play activities should be supported by tutor witness testimony/observation records to confirm achievement.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Get Organised	You participate regularly in sport and your coach has asked you to consider your lifestyle, the behaviour expected of athletes and where you see your career heading in the future. Produce a realistic work plan for one month.	Written template document
P2, P3, P4, M2, M3, D1	Under Pressure	Documentary style video on athlete pressure situations and appropriate behaviour.	Video presentation Observation record
P5, M4, D2	Goals!	Completion of goal setting and career planning.	Written template document
P6	Money Matters	Exploring financial issues for athletes.	Leaflet
P7, P8, M5, M6, D3	The Media Interview	The local newspaper would like to write a column about your recent sporting success. You will need to consider communication skills and prepare for a media interview.	Leaflet Interview/video presentation Observation record



## **Suggested resources**

### **Books**

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

Masters J – *Working in Sport: How to Find a Sports Related Job in the UK or Abroad, Third edition* (How To Books Ltd, 2012) ISBN 9781845284558

Stafford I and Balyi I – *Long Term Athlete Development – Preparing for a Life in Sport* (Coachwise, 2004) ISBN 9781902523705

### **Websites**

<a href="http://www.skillsactive.com">www.skillsactive.com</a>	SkillsActive
<a href="http://www.sportdevelopment.org.uk">www.sportdevelopment.org.uk</a>	Sport Development
<a href="http://www.uksport.gov.uk">www.uksport.gov.uk</a>	UK Sport
<a href="http://www.bases.org.uk/Careers">www.bases.org.uk/Careers</a>	BASES

# Unit 13: Work Experience in the Sports Industry

Level:	<b>2</b>
Notional Learning Hours:	<b>100 (including 60 GLH)</b>
Unit value (NLH/10):	<b>10</b>
SRF unit code:	<b>20765G</b>

**This unit is internally assessed**

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## Unit aim

The aim of this unit is to develop learners' skills to identify, participate in and review work experience in a vocational sports environment.

## Unit introduction

In all forms of industry there is an ever increasing requirement to improve the skills of the current and future workforce. The sports industry is no different and, with a wide and diverse range of occupations, the opportunities are expanding. This unit gives learners the opportunity to develop their knowledge and skills first hand within this environment. Learners will gain experience in the process of applying for, and ultimately gaining, a work-based placement in the sports industry. The broad range of possibilities that are open to learners in this rapidly expanding sector of the economy are explored and reviewed.

Learners will explore the range of jobs available locally in the sports industry. Learners will also have the opportunity to specifically review the requirements of particular roles within the sports industry, leading to a greater understanding of the entry requirements for employment.

Learners will also plan for, and complete, a practical work-based experience within the sports industry. It is expected that learners will spend approximately 35 hours in a work-based experience in sport on a part or full-time basis. Learners will have the opportunity to prepare and develop their interview skills as well as other work-related documentation. This is an ideal opportunity to prepare learners for future careers within the sports industry.

During the work experience, learners must complete a project that focuses on any area of sport which must be creative, innovative or based on problem solving. The project should have useful outcomes for the learner, their centre, and the experience provider. Learners will need to present the findings of their project, which will enable them to reflect on and review the work experience.

## **Outcomes of learning**

On completion of this unit a learner should:

- 1 Know the range and scope of organisations and occupations within the sports industry
- 2 Be able to use relevant documents and skills relating to sport-based work experience
- 3 Be able to plan and carry out a project during sport-based work experience
- 4 Be able to present and review the project.

## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Describe different types of organisation within the sports industry, giving examples		
P2 Describe different occupations within the sports industry and the skills that each require	M1 Explain the skills required for different occupations within the sports industry	
P3 Identify advertisements for jobs from different sources available within the sports industry	M2 Use advertisements for jobs available in sport to identify appropriate work experience in the sports industry	
P4 Produce an application for work experience in sport	M3 Explain own personal skills and qualities in relation to those required for an occupation in sport	D1 Evaluate own personal skills and qualities in relation to those required for an occupation in sport
P5 Prepare appropriately for an interview for work experience in sport		
P6 Undertake an interview for work experience in sport, demonstrating appropriate interview skills		
P7 Plan a project, related to a theme, for work experience in sport		

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P8 Undertake a project in work-based experience in sport		
P9 Present the project, describing the benefits and identifying areas for improvement	M4 Present the project, explaining the benefits and making recommendations for improvement	D2 Present the project, evaluating the benefits and justifying recommendations relating to identified areas for improvement

## Unit content

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### **1 Know the range and scope of organisations and occupations within the sports industry**

Organisations:

- providers, e.g. public, private, voluntary, joint and dual use

Occupations:

- responsibilities involved in and skills required for different occupations, e.g. sports assistant, fitness instructor, coach, teacher, sports development officer, sports and exercise scientist, physiotherapist, professional performer, retailer

### **2 Be able to use relevant documents and skills relating to sport-based work experience**

Sources of jobs available:

- e.g. Institute of Leisure and Amenity Management (ILAM), press, publications and periodicals, SkillsActive, recruitment agencies and websites

Work experience:

- e.g. placement, part-time employment, full-time employment

Personal information:

- e.g. application form, letter and CV, content, education, past work experience, pastimes, references, description of suitability for the role
- use of ICT

Preparation for interview:

- e.g. dress, appearance, attitude, interview procedures, application procedures, confirmation, planning

Interview skills:

- e.g. body language, personal skills, communication skills, relating to others, questioning, listening, answering

### **3 Be able to plan and carry out a project during sport-based work experience**

Planning:

- aims and objectives (related to specific area, e.g. coaching and training, acquiring skills, customer care, health and safety, equipment)
- proposed outcomes and timescale
- arrangements, e.g. transport, accommodation
- requirements, e.g. clothing, equipment

Themes:

- e.g. marketing, recruiting, customer service, staff training, participation rates, health and safety procedures

Regulations:

- e.g. Health and Safety at Work Act 1974, Management of Health and Safety at Work (Amendment) Regulations 1994, Office Shops and Railways Premises Act 1963, The Health and Safety (Young Persons) Regulations 1997, other relevant legislation and regulations

Skills:

- developed and to be developed, e.g. practical, technical, people related, personal

#### **4 Be able to present and review the project**

Presentation:

- e.g. oral, written, use of ICT, graphics, data

Review:

- formative and summative
- SWOT analysis (strengths, weaknesses, opportunities, threats)
- skills and knowledge, e.g. acquired and developed, use and transferability
- benefits, e.g. to self and centre
- career development, e.g. plans
- progression opportunities
- monitor, e.g. personal achievements against aims, objectives, targets, methods of monitoring performance (interviews, task sheets, witness testimony, video, audio)
- activities undertaken

Benefits to self:

- e.g. knowledge and skills, techniques, progression opportunities

Benefits to centre:

- e.g. new materials, case study materials, further work placements

Benefits to experience provider:

- e.g. recruitment opportunities, development of training and induction processes

## Information for delivery staff

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### Essential requirements

Learners should be able to access relevant sources of information such as trade journals, local newspapers and local radio.

Example documentation, such as application forms, and details regarding recruitment procedures should also be made available. Visits from personnel from potential placements would add realism to the recruitment process.

Tutors' time must be made available to visit learners during the work-based experience and undertake practical observations and assessments.

Appropriate resources for the development and presentation of the project, such as ICT facilities, visual display materials and equipment, should be available for learners to use, with an appropriate level of technical support.

### Employer engagement and vocational contexts

This unit focuses on learners gaining work experience in a relevant vocational environment. Learners should be given the background knowledge and understanding of the job market and the skills required when applying to work, and working, in a competitive vocational environment. Centres are encouraged to develop links with a wide cross section of businesses with diverse sporting professions. These could include local authority leisure centres, private health clubs, sports development organisations, outdoor adventure centres and voluntary sports clubs to name a few. Employees with contrasting roles in the different organisations would be ideal guest speakers to discuss their roles and responsibilities. Learners would also benefit from site visits. Links could be made with the careers service that could provide advice on the job market as well as the skills required when applying for a job.

### Delivery guidance

In supporting and guiding learners, tutors should take into account their expressed future career plans as well as their educational needs. It is expected that course teams will work in an integrated way to support learners in securing work experience within an organisation in the sports industry.

To secure a work-based experience learners need to develop important skills such as completing a range of application forms, preparing a CV and covering letter. Learners, wherever possible, should be encouraged to use real application forms which can be obtained from local employers. The careers advisory service may also be a useful source of information and advice. Learners could gain work experience from a centre-derived placement, part- or full-time employment.

Learners should be taught the important information that needs to be included within a CV and an application form, as well as the need for neat presentation and use of appropriate format. The use of simulated interviews will help to develop interview skills and add to learner confidence.

The opportunities offered by the placement should clearly match the learner's skills, abilities and career aspirations. Involving employers in supporting role play will enhance learners' skills and confidence. The use of video equipment to review personal, social and communication skills will help learners identify where improvements or further practice are needed.



Learners will need an appropriate level of support to identify, carry out and review the work-based project, so that they can acquire a deeper and broader knowledge and understanding of the world of work. Learners can use the opportunity to develop their own skills and knowledge within sport and leisure.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Tutor-led introduction and overview of the unit.
<p><b>Assignment 1: Organisations, Occupations and the Advertising of Jobs in the Sports Industry (P1, P2, P3, M1, M2)</b></p> <p>Tutor introduces the assignment brief. Group discussion covering the range and scope of organisations and occupations within the sports industry and the relevant documents and skills relating to a sport-based work experience.</p>
Through research in small groups identify the different types of organisations and providers.
Occupations – research and discuss the different types of occupations within your area highlighting the responsibilities and skills required.
Learners research the sources of advertisements for jobs available in the sports industry.
Learners use a number of resources to identify jobs of interest.
<p><b>Assignment 2: Preparation for Work Experience in the Sports Industry (P4, P5, P6, M3, D1)</b></p> <p>Tutor introduces the assignment brief. Learner activities in small groups to identify personal qualities.</p>
Application process: learners review a variety of letters of application for jobs within the sports industry and write a letter for a job of their choice.
Application process: learners construct a CV and complete an application form for a job of their choice.
Interviews: learners identify the skills required for a successful interview and construct a number of relevant questions.
Interview role plays: learners take part in interview role plays to develop interview skills.
<p><b>Assignment 3: Planning, Undertaking and Presenting a Work Experience Project (P7, P8, P9, M4, D2).</b></p> <p>Tutor introduces the assignment brief.</p>
Learners plan a project to include the key areas to be addressed: planning, themes, information on experience provider, occupation information, aims, objectives and outcomes, regulations, skills.
Monitor: learners design a reflective log to include key headings for daily reflection.

<b>Topic and suggested assignments/activities/assessment</b>
Learners undertake work experience completing a reflective log each day.
Present: learners to present the project in an agreed format looking at the key benefits of the project.
Evaluation of the unit.

## **Assessment guidance**

For P1, learners need to describe three different types of organisation within the sports industry, giving examples. Learners could carry this out in small groups and research the different types of organisations and identify three providers in the local area. From their research results they can address P2 and describe three occupations within the organisations and discuss the responsibilities and skills required in each occupation. Each learner can then produce their findings for P1 and P2 in a written report.

For P3, learners should have access to a wide range of sources of job advertisements. Learners can then research the different types of sources of advertisements for jobs within the sports industry and find three job adverts from contrasting forms of advertising to add to their portfolio.

For P4, learners should write a letter of application for a suitable work placement as discussed with their tutor. The letter should describe their personal skills and qualities. Learners then need to construct a CV. Both the letter and CV need to be produced using ICT.

For P5, learners need to prepare for an interview for their work experience. Learners could form groups and identify the key requirements for success in an interview. They could then construct a set of interview questions and conduct role plays in preparation for P6.

For P6, learners should, if at all possible, have an interview with the employer for their work experience placement, with the employer providing a witness statement as evidence. If this is not possible, formal interviews should take place with the tutor with learners having the appropriate dress and appearance. The interviews could be recorded. The tutor must provide an appropriate witness statement to confirm achievement.

For P7, learners should plan a project to include the key areas to be addressed; planning, listing the main aims and objectives and what they expect to be the outcomes and timescale. They should decide on a theme for the project which could involve one specific area of the business such as customer satisfaction, participation rates, marketing or staff training. The plan should be placed in a portfolio with the information about the experience provider at the front.

For P8, learners should undertake their project within the work placement. Evidence should be collected in the style of a portfolio which could include placement logs, diaries, personal accounts and observation outcomes, including witness style testimonies and observation records completed by the employer and/or tutor.

For P9, learners should provide evidence of the project based on the information gathered for P8, providing a reflective account of their experiences, describing the benefits and areas for improvement. Assessment evidence for this criterion could be in the form of a PowerPoint presentation, which learners present to the tutor and group, or a written report. The portfolio of evidence the learner collates during their work placement will form a major part of the assessment evidence for the unit.

For M1, which builds on P2, learners must explain the skills required for the three occupations identified in P2. To do this they should provide examples of how the skills would be used in those occupations.

For M2, which builds on P3, learners having added three advertisements to a portfolio, must now identify an appropriate work experience in the sports industry using these advertisements.

For M3, which links to the letter written in P4, learners should explain their own personal qualities and skills in relation to the requirements of the job. They should explain the areas they need to improve.

For M4, which links to P9, learners should reflect on the project and explain their recommendations as to how the project could have been improved.

For D1, learners should expand on P4 and M3 by evaluating how the roles and responsibilities in the job would help them improve their own qualities and skills. For example, how working on a reception desk in a leisure centre could improve their communication skills.

For D2, learners should evaluate the benefits by looking at how the experience has improved their knowledge and understanding of the business, and justify their recommendations in M4 by stating how and why they would further improve their understanding of their chosen project theme.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1, M2	Organisations, Occupations and the Advertising of Jobs in the Sports Industry	Learners to prepare for work experience by looking at: <ul style="list-style-type: none"> <li>the different types of organisations and occupations in the sports industry</li> <li>sources of advertisements for jobs to identify appropriate work experience.</li> </ul>	Written report Job advertisement portfolio

Criteria covered	Assignment title	Scenario	Assessment method
P4, P5, P6, M3, D1	Preparation for Work Experience in the Sports Industry	Learners to produce relevant job application documentation and undertake a job interview.	Job application portfolio including letter of application, CV, completed application form and personal statement Recorded interview and witness statement
P7, P8, P9, M4, D2	Planning, Undertaking and Presenting a Work Experience Project	Learners to produce a plan for a work experience project including objectives, timescale and proposed outcomes. Undertake the project during a work placement. Present the project outcomes looking at the benefits and areas for improvement.	Written plan Placement logs, diaries, personal accounts and observation outcomes, including witness style testimonies and observation records Written report, oral presentation or a multimedia or ICT-based presentation

## Suggested resources

### Books

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

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

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

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

Cuskelly, Hoye, Auld – *Working with Volunteers in Sport* (Routledge, 2006) ISBN 9780415384537

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

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

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

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

**Journals**

*Health Club Management*

*Leisure Management*

*Leisure Manager*

*Leisure Opportunities*

*Leisure Week*

**Websites**

[www.exercisecareers.com](http://www.exercisecareers.com)

Exercise Careers

[www.leisurejobs.net](http://www.leisurejobs.net)

Leisure Jobs UK

[www.leisureopportunities.co.uk](http://www.leisureopportunities.co.uk)

Leisure Opportunities

[www.totaljobs.com](http://www.totaljobs.com)

Total Jobs

# Unit 14: Exercise and Fitness Instruction

Level:	<b>2</b>
Notional Learning Hours:	<b>100 (including 60 GLH)</b>
Unit value (NLH/10):	<b>10</b>
SRF unit code:	<b>20766G</b>

**This unit is internally assessed**

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## Unit aim

The aim of this unit is to develop learners' knowledge and skills to plan an exercise programme and assist in instructing an exercise session.

## Unit introduction

The exercise and fitness industry remains a growth industry and is backed by many government initiatives to improve public health. Consequently, there is a constant need for qualified fitness instructors to train and educate people.

To succeed in exercise and fitness instruction learners must understand the principles behind exercise programme design and gain the relevant knowledge of and practical skills in exercise and fitness instruction. Exercise and fitness instructors must also have excellent communication skills as these are crucial when dealing with the public in order to help build good relationships.

Any person undertaking this qualification is likely to work in the sport and leisure industry for a period of time, whether it is for work experience, part-time employment or to pursue a long-term career in the industry. This unit prepares learners for dealing with the public by giving them a good grounding in how to assist in instructing exercise and fitness.

This unit covers all the key aspects needed to plan successfully exercise programmes and to assist competently in delivering exercise sessions. As a starting point, the principles behind exercise session design and exercise programming are covered, including the principles of training and health and safety issues. This is followed by planning an exercise session which includes the aims of the session and ways of determining activity selection. Learners will then assist with instructing a variety of exercise sessions. The final part of the unit requires learners to review their exercise sessions in order to determine their personal development needs as an instructor and future client needs.

## Outcomes of learning

On completion of this unit a learner should:

- 1 Know the principles of exercise session design and exercise programming
- 2 Be able to plan an exercise programme
- 3 Be able to assist in instructing exercise sessions
- 4 Be able to undertake a review of exercise sessions.

## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Describe the principles of fitness training	M1 Explain the principles of fitness training	D1 Relate the principles of fitness training to a range of clients with different needs
P2 Describe the health and safety checks an exercise instructor needs to consider for their clients		
P3 Produce exercise programmes for different types of clients	M2 Produce detailed exercise programmes for different types of clients	D2 Produce exercise programmes, justifying the range of activities suggested for different types of client
P4 Assist in instructing exercise and fitness sessions for selected clients	M3 Demonstrate effective communication with selected clients	D3 Demonstrate competence in monitoring and adapting exercises to suit different client ability levels.
P5 Review different exercise sessions identifying strengths, areas for improvement and personal development needs	M4 Justify identified personal development needs	

## Unit content

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### 1 Know the principles of exercise session design and exercise programming

Principles of fitness training:

- frequency
- intensity
- time
- type
- progression
- overload
- specificity
- reversibility

Health and safety for clients:

- exercise and fitness code of ethical practice
- informed consent
- medical and activity history
- induction
- importance of technique
- stability and alignment of joints
- momentum
- correct attire, e.g. clothing and footwear

### 2 Be able to plan an exercise programme

Plan:

- session aims and objectives
- frequency
- intensity
- time
- type

Factors to consider:

- assess levels of activity and lifestyle (appropriate screening)
- address areas needed to develop fitness and health
- aims (specific to client goals)

Clients:

- e.g. individuals, groups, people with low fitness levels, people with particular needs, experienced and inexperienced clients



Components of an exercise and fitness session

- warm up: functions of the warm up; structure of the warm up (pulse raising section, dynamic stretching)
- main session: cardiovascular training; resistance training; core conditioning.
- cool down: functions of the cool down; structure of cool down (pulse lowering section, static stretching, developmental stretching)

Factors in considering activity selection:

- e.g. client's enjoyment, client's goals, weather conditions, cost, availability, transport, culture

### **3 Be able to assist in instructing exercise sessions**

Types of exercise session:

- gym based session
- circuit training

Start of the session:

- e.g. setting up and checking the equipment, communication and relationship with clients, new clients (identification and screening), advise clients of facility emergency procedures, explanations of planned activities and demonstrations, warm up, monitor clients to ensure exercising safely, methods of motivation (appropriate words of encouragement)

During the session:

- e.g. methods of voice projection, monitoring clients, correcting client technique, instructor responses to problems, adapting exercises (different ability levels)

Ending the session:

- e.g. cool down appropriate to client fitness levels, opportunity for client to ask questions, feedback to clients on the session, departure of clients, check equipment used and put away

### **4 Be able to undertake a review of exercise sessions**

Review:

- e.g. feedback from clients with regard to outcomes and goals, effectiveness of planned activities, management of session (health and safety issues, welfare of clients – ensuring clients drink water during the session), methods of improving session, documentation

Modify:

- e.g. future planning to ensure adherence, changing activities to maintain interest and ensure fitness progression

Development needs:

- personal development
- SMART (specific, measurable, achievable, realistic, time-bound) targets
- development opportunities, e.g. specific training and courses, observation of experienced instructors
- client's future needs

## Information for delivery staff

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### Essential requirements

Learners must have access to resistance training equipment, cardiovascular training machines and sufficient space for circuit training, such as access to a sports hall.

### Employer engagement and vocational contexts

This unit will give learners the background knowledge and skills needed to work in the exercise and fitness industry. Centres are encouraged to develop links with local leisure clubs and gyms. This could be via talks, demonstrations, workshops or visits.

### Delivery guidance

This unit is practically based. Learners have the opportunity to plan exercise programmes and assist in instructing exercise sessions. The principles of training must be taught and this could be complemented by learners looking at their own or others' training programmes. In a practical session, they may be shown the importance of correct techniques in lifting weights. Stability and the correct alignment of joints can be demonstrated in a range of situations including resistance and circuit training sessions. Learners can then take part in a variety of warm ups and cool downs, which could include exercise to music, resistance training and gym cardiac equipment. However, each warm up and cool down must have the same basic components and learners need to be aware of the functions of each.

Learners need to be made aware of different types of Pre-Activity Readiness Questionnaires (PAR-Q) and how to analyse these questionnaires. They will also need to be taught how to assess the activity levels and lifestyles of individuals and determine which activities would be suitable for them. Learners need to ask personal questions and will need to develop good interpersonal skills. It would be a good idea for learners to canvass family and friends to practise these skills. Skills in planning an exercise programme can be developed effectively through small group case studies.

Implementing an exercise session is practical and, for this, learners need to take part in a range of exercise sessions. They may then lead small sections of an exercise session and be given detailed feedback on their strengths and areas for improvement. Eventually, every learner should have led every part of an exercise session.

Learners need to review exercise sessions. The class could discuss how to review an exercise session. This review is likely to include a discussion with clients to determine the effectiveness of the exercise session. This could be practised in a role-play situation. Learners could devise client feedback questionnaires, with tutor support, in order to ensure all the pertinent issues are addressed. Case studies could also develop learners' skills in reviewing exercise sessions. Learners must be able to assess their own personal development needs. The tutor may help learners with this development plan by giving them a list of, and describing, relevant qualifications from which they may determine the most suitable for their needs.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

<b>Topic and suggested assignments/activities/assessment</b>
Tutor introduces the unit and outlines the assessment.
<b>Assignment 1: Principles of Training and Health and Safety (P1, P2, M1, D1)</b> Tutor introduces the assignment brief.
Principles of training – tutor introduces the topic. Individual activity matching the principles of training to given examples.
Health and safety considerations – tutor facilitates a class discussion on health and safety considerations. Practical activities for learners looking at correct technique, stability and alignment of joints.
Warm-up and cool down – tutor explains components of a warm up and cool down. Practical activities and opportunities for learners to lead parts of a warm up and cool down.
Factors to consider when planning an exercise session – tutor facilitates a class discussion. Individual learner activity to collect relevant information from family or friends.
Activity selection – tutor introduces topic. Paired activity involving identifying suitable activities for case studies. Feedback to class.
Planning an exercise programme – case studies. Tutor explains principles of exercise programme design. Learners work in small groups to plan exercise programmes for the client case studies provided. Feedback to class.
<b>Assignment 2: Planning Exercise Programmes (P3, M2, D2)</b> Tutor introduces the assignment brief. Includes time for learner individual study completed in own time.
Instructing an exercise session – practical activities covering induction, resistance training, cardiovascular training and circuit training. Initially tutor-led with opportunities for learners to lead parts of the session and get verbal feedback. Learners to practise in own time.
Reviewing an exercise session activity – tutor facilitates class discussion on how to review an exercise session. In small groups, learners identify instructor development needs and future client needs from given scenarios.

Topic and suggested assignments/activities/assessment
<b>Assignment 3: Assist in Instructing and Review Exercise Sessions (P4, P5, M3, M4, D3)</b>
Tutor introduces the assignment brief. Includes learner individual work completed in own time.
Evaluation of the unit.

### Assessment guidance

For criteria P1 and P2, learners must describe the principles of fitness training (P1) and the health and safety issues an exercise instructor needs to consider for their clients (P2). These criteria can be assessed through a written assignment, for example, an induction booklet for fitness instructors describing the principles of training and health and safety issues. Learners need to produce exercise programmes for three different types of client (P3). Exercise programmes can be produced in a variety of formats, but it would be useful if learners select a format that is used in industry. The exercise programmes must be suitable for the clients. For P4, learners need to assist in instructing induction, resistance training, cardiovascular training and circuit training sessions for selected clients. P4 needs to be assessed practically and an observation checklist could be used by the tutor/assessor to confirm achievement. Learners do not need to instruct the whole session. However, they must lead part of the session and be present to assist with the rest of the session. Finally, learners need to review three different exercise sessions identifying strengths, areas for improvement and personal development needs (P5). This can be evidenced in written format or through a professional discussion with their tutor.

For M1, learners must explain the principles of training. This could be evidenced in the induction booklet if this form of assessment were chosen. Learners should provide examples to illustrate their points. They need to produce detailed exercise programmes for three different types of client (M2). The warm up and cool down should be planned in detail and timings for the main component included. As well as formal exercise, everyday activities should be included where appropriate. When assisting in instructing the induction, resistance training, cardiovascular training and circuit training sessions for selected clients, learners need to demonstrate effective communication (M3). Tutors can assess this using an observation checklist. In reviewing three different exercise sessions learners need to justify their personal development needs (M4). In doing this they need to give reasons why they have identified these development needs.

For D1, learners need to relate the principles of training to a range of clients with different needs. Again, this could be included in an induction booklet. Added detail in the form of a range of examples would enhance the booklet. Learners need to justify the range of activities suggested for three different types of client (D2). Reasons could include fitting easily into the client's routine, no cost, available close to home, no need for transport, an activity the client enjoys, will help achieve goals. Learners need to demonstrate competence in monitoring and adapting exercises to suit different client ability levels (D3). This may include monitoring levels of exertion and reducing intensity depending on the activity. Adapting exercises may also involve selecting a different exercise, for example a resistance machine rather than free weight exercises. Tutors should complete an observation record to confirm the criteria met/not met.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1, D1	Principles of Training and Health and Safety	You are working as a health fitness instructor in a fitness centre and gym. Your job responsibilities include planning exercise programmes for clients and helping to instruct exercise sessions.  Describe the principles of fitness training and health and safety issues.	Induction booklet for fitness instructors
P3, M2, D2	Planning Exercise Programmes	Produce exercise programmes for three different types of client.	Written exercise programmes
P4, P5, M3, M4, D3	Assist in Instructing and Review Exercise Sessions	Assist in instructing exercise sessions and then review the exercise sessions.	Practical observations and assessment  Professional discussion with tutor

## Suggested resources

### Books

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

Coulson M – *The Fitness Instructor's Handbook: A Complete Guide to Health and Fitness – Fitness Professionals, Second edition* (A&C Black, 2014) ISBN 9781770853058

Howley E T and Thompson D L – *Health Professional's Handbook, Sixth edition* (Human Kinetics Europe, 2012) ISBN 9781450411172

## **Journals**

*American College of Sport Medicine's Health and Fitness Journal*

*Healthex Specialist*

*Journal of Physical Activity and Health*

*Peak Performance*

## **Websites**

American College of Sports Medicine [www.acsm.org](http://www.acsm.org)

British Association of Sport and  
Exercise Sciences [www.bases.org.uk](http://www.bases.org.uk)

Coachwise [www.1st4sport.com](http://www.1st4sport.com)

Human Kinetics [www.humankinetics.com](http://www.humankinetics.com)

Top End Sports [www.topendsports.com](http://www.topendsports.com)

# Unit 15: Sport and Leisure Facility Operations

Level:	<b>2</b>
Notional Learning Hours:	<b>100 (including 60 GLH)</b>
Unit value (NLH/10):	<b>10</b>
SRF unit code:	<b>20767G</b>

**This unit is internally assessed**

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## Unit aim

The aim of this unit is to make learners aware of the daily operations that occur within sport and leisure facilities, enabling them to develop some of the skills needed to work in this environment.

## Unit introduction

The role of sport and leisure facilities in promoting and helping to engage people in physical activity is becoming increasingly important.

Sport and leisure facility operations need to be effective to ensure the smooth running and effective management of sports facilities. This leads to high performance levels and better experiences for participants, which in turn can help retain people's participation in sporting activities. Effective operations can also help to sustain profitability and lead to growth and expansion.

In the first part of the unit learners investigate the responsibilities of people working in sport and leisure facilities. Learners will explore the responsibilities of staff in a sport and leisure facility, investigate their job requirements and roles and how companies provide a safe and secure environment. Learners need to know about the staffing structure within a facility and the importance of developing a positive reputation and image to attract new clients. Learners will also look at the customer service operations within a facility.

Providing a safe and secure environment is a necessity within a sport and leisure facility. Learners will need to know how a facility provides and cares for its customers to prevent theft, fraud, violence and vandalism.

The final part of the unit focuses on the development of practical skills. Learners will develop the skills needed to set up, check, take down and store a range of different sporting equipment.



## **Outcomes of learning**

On completion of this unit a learner should:

- 1 Know about organisational structures and staff responsibilities within a sport and leisure facility
- 2 Know the importance of providing a safe and secure environment
- 3 Know about customer service in sport and leisure facilities
- 4 Be able to set up, check, take down and store equipment used for sports activities.

## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Describe the organisational structure of a selected sport and leisure facility		
P2 Describe the responsibilities of different staff teams from a selected sport and leisure facility	M1 Explain the responsibilities of different staff teams in a selected sport and leisure facility	D1 Evaluate the responsibilities of different staff teams in a selected sport and leisure facility
P3 Describe why it is important to provide a safe and secure environment		
P4 Describe procedures used to ensure a safe and secure environment in areas within a selected sport and leisure facility	M2 Explain how procedures help to provide safe and secure sport and leisure facilities	
P5 Identify procedures used to provide effective customer service in a selected sport and leisure facility	M3 Explain the importance of effective customer service, and procedures used to achieve it, in a selected sport and leisure facility	
P6 Describe the importance of providing effective customer service in a selected sport and leisure facility		

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P7 Set up, check, take down and store equipment for different sports activities, with tutor support	M4 Set up, check, take down and store equipment for different sports activities independently	
P8 Review own performance in the setting up, checking, taking down and storage of equipment for different sports activities	M5 Review own performance in the setting up, checking, taking down and storage of equipment for different sports activities, making suggestions for own development	D2 Review own performance in the setting up, checking, taking down and storage of equipment for different sports activities, justifying suggestions relating to own development

## Unit content

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### **1 Know about organisational structures and staff responsibilities within a sport and leisure facility**

Organisational structure:

- e.g. hierarchical, responsibilities of staff, procedures, person specification, job requirements, job roles, recruitment of staff

Facilities:

- e.g. leisure centres, swimming pools, gyms, health clubs, sports clubs

Staff teams:

- e.g. management, maintenance, instructors, lifeguards, reception, grounds staff, security, cleaning

Responsibilities of staff:

- e.g. timekeeping, personal presentation, attitude, professionalism, accountability, reporting to line management, communication skills, updating skills (continuing professional development), opening and closing the facility, tidying, record keeping, financial (cash handling, budget holder responsibilities)

### **2 Know the importance of providing a safe and secure environment**

Safe environment:

- procedures in place to provide a safe environment, e.g. checking of facilities, risk assessment
- legislation and regulations, e.g. health and safety, reporting of diseases, dangerous occurrences, first aid, manual handling, working time

Secure environment:

- procedures and mechanisms used, e.g. to prevent violence, theft, fraud, vandalism

Procedures:

- e.g. fire procedures, safety signage, security, facility, property, money, closed circuit television (CCTV), staff identification, first aid and emergency, maintenance

Areas:

- e.g. car park, reception, changing rooms, main area of activity (swimming pool, gym, sports hall)

### **3 Know about customer service in sport and leisure facilities**

Customer service:

- definition
- importance, e.g. satisfaction, increased sales, increased profits, better image, better reputation, competitive edge
- methods used to maintain business
- customer relations
- positive relationships with customers

Customers:

- types, e.g. individuals, groups, age, cultures, specific needs
- needs, e.g. information, advice, assistance, products, services

Procedures:

- e.g. dealing with complaints, presentation (attitude, personality, hygiene)

### **4 Be able to set up, check, take down and store equipment used for sports activities**

Set up:

- set up appropriate equipment safely
- following correct procedures

Check:

- e.g. whilst in use, maintain, alterations where appropriate, health and safety (organisers, participants, spectators)

Take down:

- take down equipment safely
- following correct procedures

Store:

- store equipment safely
- following correct procedures

Activities:

- sports, e.g. football, cricket, badminton, athletics

Review:

- formative and summative
- feedback (from participants, colleagues, observers)
- strengths and areas for development

Recommendations:

- e.g. areas for improvement, personal development, support required, action planning

## Information for delivery staff

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### Essential requirements

Learners will need access to a range of sports and recreational facilities and equipment, and also access to suitable groups who could be used as participants.

### Employer engagement and vocational contexts

This unit focuses on learners developing knowledge of how sports and leisure facilities are structured and function. Learners will need to demonstrate skills required to work in these facilities. Due to the practical nature of this unit learners need access to sports and leisure facilities. Centres are encouraged to develop links with local facilities to allow learners to develop their skills in real working environments.

### Delivery guidance

This unit gives learners the opportunity to develop knowledge of and competence in facility operations. Learners will explore working life within the sport and leisure industry.

It would be useful for learners to visit sport and leisure facilities, giving learners an insight into the operations of the facility and the demands placed on staff. It would also help them to observe the customer service requirements for staff working in the sport and leisure industry.

If a visit is not viable, learners will need to have structured theoretical teaching, covering issues based around staff responsibilities, customer service and safety and security.

Learners must be able to demonstrate practical competence in setting up, checking, taking down and storing equipment. This could be achieved within a sports hall, fitness suite or other suitable facility but tutors need to ensure that learners can be assessed for three different activities. Sports facilities are required for both the delivery and assessment of this unit.

Guest presenters would prove invaluable to learners, providing ideas and comparisons which differ from those identified in the visited, or studied, facility. This could be complemented with learner research from textbooks, journals or the internet.

In guiding learners, tutors should take into account the career aspirations and plans of learners as well as their educational needs. The topic of staffing, could be delivered through a guest speaker, a visit, or factsheets about selected facilities.

When covering safety and security, a visit followed by a discussion will enable learners to develop their own knowledge, which can be complemented by research from the internet and other relevant sources.

Customer service can be delivered through many different approaches, including role plays, clips from television programmes, tutor-led discussions, demonstrations or guest speakers. The setting, checking, taking down and storing of equipment should be demonstrated by tutors, or staff at a facility, then role play and video evidence can be used to support delivery. Tutors must provide observation records/witness statements to confirm the grading criteria met/not met. Limited delivery is required in reviewing own performance, therefore a logbook accompanied by witness evidence could prove useful.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

<b>Topic and suggested assignments/activities/assessment</b>
Tutor introduction and overview of the unit.
<b>Assignment 1: Investigating Organisational Structures and Responsibilities Within a Sport and Leisure Facility (P1, P2, M1, D1)</b>
Tutor introduces the assignment brief. An exploration of organisational structures plus the roles and responsibilities of key personnel in a specific sports and leisure facility.
Organisational structures – learners investigate the different types of structures and specific examples from named facilities.
Tutor to identify the responsibilities of staff and staff teams – learners work in small groups to interview staff from sport and leisure facilities. These could be from the school, college, dual use or local public or private facilities.
Introduction to facilities – learners work in small groups to audit what types of facilities are available locally.
<b>Assignment 2: Safe and Secure Environments (P3, P4, M2)</b>
Tutor introduces the assignment brief.
Investigation of why and how it is important to ensure a safe and secure sports and leisure facility.
Safe and secure environment – learners to devise health and safety checklists to be completed during visits to the school, college, dual use or local public or private facilities.
Safety procedures – learners individually produce a set of safety procedures for a named facility.
<b>Assignment 3: Customer Service in Sport and Leisure Facilities (P5, P6, M3)</b>
Tutor introduces the assignment brief. An investigation into the importance and procedures used to ensure effective customer service.
Customer service – learners to devise customer service questionnaires to identify the level of service customers require.
<b>Assignment 4: Effective Skills in Sport and Leisure Facility Operation (P7, P8, M4, M5, D2)</b>
Tutor introduces the assignment brief. Learner practical assessment to set up, check, take down and store equipment used for sports activities.
Set up, check, take down and store equipment – learner activity, in pairs, to work on equipment for different sports, e.g. football, cricket, badminton, and athletics. Use of self-evaluation checklists and feedback forms to monitor and review performance.
Set up, check, take down and store equipment – practical observation and assessment of learners.
Learners to review performance and set recommendations for future action.
Evaluation of the unit.



## Assessment guidance

When considering strategies for assessment tutors should include both the theoretical and practical requirements. The assessment criteria can be separated into relevant outcomes of learning to enable paced task deadlines or assessment could be covered in a single assignment, this may be particularly useful when assessing distinction criteria.

For P1, learners could draw a hierarchical staffing structure with a description. This could be evidenced by a poster. For P2, staffing roles and responsibilities would need to be described, explained (M1) and evaluated (D1) to achieve the higher criteria. This could be evidenced by learners compiling factsheets describing the responsibilities of four different staff teams. To ensure the outcome of learning is vocationally relevant, tasks could be based around a visit to a facility.

For P3, learners need to describe the importance of safety and security. This could be combined with assessment for P4. For P4, evidence relating to procedures could take the form of a written report, but could equally be a poster presentation or information leaflet.

Criterion P5 could be evidenced by learners producing a presentation which could be delivered to new members of staff as part of their induction. When examining customer service, learners will also need to cover a variety of procedures. For P6, learners need to describe the importance of providing effective customer service. The evidence for this could be combined with P5 in a presentation. Tutors will need to complete a witness statement to confirm the criteria met/not met. Learners would also benefit from observing examples of good practice either via visits or from guest speakers.

For P7, tutors could use different strategies to assess a learner's skill and ability and when learners are competent summative assessments can be carried out. Assessment of this criterion is based around how much tutor support the learner needs when dealing with the equipment. Tutors must use their professional judgement, and provide witness testimony/observation records to confirm and determine the level of learner achievement.

For P8, learners need to review their own ability to set up, check, take down and store equipment. This could be assessed in the form of a logbook, with learners commenting on the range of activities they are required to carry out. A range should be at least the setting up of three different sessions. Tutors could then either suggest action points or assess the ideas learners have come up with from the logbook or written tasks.

For M1, learners need to explain the responsibilities of four different staff teams in a selected sport and leisure facility. They need to explain the similarities and differences including examples for why roles and responsibilities could differ.

For M2, learners need to explain how procedures help to provide safe and secure sport and leisure facilities. Learners need to draw on examples of good practice from sports and leisure facilities.

For M3, learners need to explain the importance of effective customer service, and procedures used to achieve it, in a selected sport and leisure facility.

For M4, learners need to independently set up, check, take down and store equipment for three different sports activities. Learners need to demonstrate proficiency for all aspects of this criterion. Verbal questioning could be used alongside practical demonstration of skills to fully assess learner competence. Tutor witness testimony/observation records will be required to confirm achievement.

For M5, learners need to review their own performance in setting up, checking, taking down and storage of equipment for three different sports activities. Learners also need to make reasonable suggestions for improving these skills in the future.

For D1, learners need to evaluate the responsibilities of four different staff teams in a selected sport and leisure facility, referencing procedures used to provide effective customer service and a safe and secure environment. They will need to draw on examples of good practice from industry.

For D2, learners need to review their own performance in setting up, checking, taking down and storage of equipment for three different sports activities. They will also need to justify areas for future development, including their training needs, which will be needed to facilitate improvements.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1, D1	Investigating Organisational Structures and Responsibilities Within a Sport and Leisure Facility	You have gained part-time employment within a sports centre and during your induction your line manager wants to ensure you have knowledge of organisational structures and responsibilities, safety and security and the importance of customer service.	Posters Factsheets Written report
P3, P4, M2	Safe and Secure Environments		Written report Poster Leaflets
P5, P6, M3	Customer Service in Sport and Leisure Facilities		Presentations
P7, P8, M4, M5, D2	Effective Skills in Sport and Leisure Facility Operation	Demonstrate skills in setting up, checking, taking down and storing equipment and review own performance.	Practical observation and assessment Written review

## **Suggested resources**

### **Books**

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

Oswold A – *Sports Facilities* (Links International, 2004) ISBN 9788489861534

Yeoman I, McMahon-Beattie U – *Sport and Leisure Operations Management* (Thomson Learning, 2004) ISBN 9781844800636

### **Journals**

*European Sports Management Quarterly*

*International Sports Journal*

*Journal of Sport Management*

*Quest*

*Sports Management Review*

### **Websites**

[www.fia.com](http://www.fia.com)

Fitness Industry Association

[www.skillsactive.com](http://www.skillsactive.com)

SkillsActive

[www.bases.org.uk](http://www.bases.org.uk)

The British Association of Sports and Exercise Sciences

# Unit 16: Leading Outdoor and Adventurous Activities

Level:	<b>2</b>
Notional Learning Hours:	<b>100 (including 60 GLH)</b>
Unit value (NLH/10):	<b>10</b>
SRF unit code:	<b>20768G</b>

**This unit is internally assessed**

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## Unit aim

This unit will develop learners' skills in leading others in practical outdoor and adventurous activities, with the help and supervision of skilled and experienced tutors.

## Unit introduction

Increased participation in outdoor and adventurous activities has helped to encourage many people to keep active, and has also created a market for leaders and providers of these activities in safe and positive environments.

This unit gives learners the opportunity to lead outdoor and adventurous activities and reflect on their experiences, in order to identify and extend their knowledge and skills. It also provides opportunities for self-discovery, developing self-confidence, and the development of interpersonal, communication skills and leadership qualities.

Learners should expect to spend time in the outdoors actively participating in adventurous activities. Learners may have transferable skills or prior knowledge associated with the Duke of Edinburgh Award Scheme, Scouts and Guides, local clubs or perhaps with family and other groups. Those with prior knowledge will have an opportunity to expand on their knowledge base and improve their practice of techniques.

The unit focuses on the development of leadership skills in two different outdoor and adventurous activities. The associated safety aspects will be the primary concerns for both tutors and learners. Concepts of safety and emergency procedures, including risk assessments, recognition of natural hazards, group safety, correct use of equipment, and contingency planning, are covered.

## Outcomes of learning

On completion of this unit a learner should:

- 1 Know the skills, qualities and responsibilities associated with successful outdoor and adventurous activity leadership
- 2 Be able to plan and lead, under supervision, outdoor and adventurous activities
- 3 Be able to review own planning and leadership of outdoor and adventurous activities.

## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Outline the skills, qualities and responsibilities associated with successful leadership of different outdoor and adventurous activities	M1 Explain the skills, qualities and responsibilities associated with successful leadership of different outdoor and adventurous activities	
P2 Produce a plan for leading different outdoor and adventurous activities, with tutor support	M2 Produce a plan independently for leading, and lead under supervision, different outdoor and adventurous activities	
P3 Lead, with tutor support and under supervision, different outdoor and adventurous activities		
P4 Review own performance in planning and leading outdoor and adventurous activities, identifying strengths and areas for improvement	M3 Explain own strengths and areas for improvement in leading outdoor and adventurous activities, making suggestions relating to improvement	D1 Evaluate own performance in leading outdoor and adventurous activities, commenting on own leadership effectiveness, strengths and areas for improvement and development

## Unit content

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### **1 Know the skills, qualities and responsibilities associated with successful outdoor and adventurous activity leadership**

Skills:

- e.g. communication, use of language, supervision and support (groups and individuals), decision making, equipment (use, selection), improvisation, knowledge, specific skills (canoe strokes, rescue techniques, belaying, knots)

Qualities:

- e.g. confidence, authority, humour, organisation, initiative, style of leadership

Responsibilities:

- e.g. conduct, health and safety (emergency procedures, risk assessment, safe conduct of group and individuals, first aid), transport and travel arrangements, equipment (use, transport), contingency plans, nutrition and hydration, environmental

Outdoor and adventurous activities:

- e.g. orienteering, rock climbing, skiing, snowboarding, canoeing, kayaking, sailing, windsurfing, mountain biking, body boarding, surfing, caving

### **2 Be able to plan and lead, under supervision, outdoor and adventurous activities**

Plan:

- participants, e.g. age, ability, gender, numbers, medical conditions, specific needs
- resources, e.g. equipment (selection, preparation, packing, storing, carrying, use), maps, guides, protection
- specific, e.g. routes, travel and transport (types, timing, cost), environmental (respect, conservation, hazards)
- timing
- conduct, e.g. codes of conduct (governing body, centre specific)
- contingency
- governing body guidelines

Lead:

- under supervision
- demonstration of appropriate skills
- effective organisation
- group management
- reacting to group needs
- qualities and responsibilities appropriate to activities, e.g. safe and correct use of appropriate equipment

Activities:

- different activities, e.g. land-based, water-based
- structure and components of activity, e.g. warm up, instruction, cool down

Recording:

- e.g. diary, logbook, portfolio, video, audio, observation record, witness testimony, feedback sheets

### **3 Be able to review own planning and leadership of outdoor and adventurous activities**

Review:

- feedback (from participants, supervisor, peers, observers)
- strengths and areas for improvement
- against plan and governing body guidelines

Set targets for improvement:

- SMART (specific, measurable, achievable, realistic, time-bound) targets
- development plans
- development opportunities, e.g. specific training and courses

## Information for delivery staff

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### Essential requirements

To deliver this unit effectively centres will need a range of specialist outdoor equipment, to include personal protective equipment such as waterproofs, helmets and wetsuits, as well as specialist activity equipment such as ropes and kayaks. This unit requires learners to deliver two different outdoor and adventurous activities, which will require access to a client group. Other members of the group may be suitable, however for the best learning experience participants who are not familiar to the learners will give the best results. Another group from the centre or from a local school or voluntary organisation would be suitable.

### Employer engagement and vocational contexts

This unit is based on delivering two different practical outdoor and adventurous activities. Centres are encouraged to give learners practical experience in a variety of activities where they can observe and learn from experienced practitioners and leaders before they undertake their own leadership experience. Centres are encouraged to develop links with local schools, or sections within their own centre, so that learners can have realistic groups to deliver their activities to. Links with the outdoor industry may also give learners the opportunity to practise their delivery within an outdoor centre context.

### Delivery guidance

It is important that learners develop an understanding of the roles and responsibilities of leaders in outdoor and adventurous activities. Practical situations, either through role play or observation, should be used to support knowledge gained in the classroom.

Leadership skills should be developed through experience, guided and supported by the tutor.

To be able to understand the skills, qualities and responsibilities associated with successful outdoor and adventurous activity leadership, learners could observe and work alongside an experienced and competent leader.

At an early stage in the course, learners should be given the opportunity to lead their peer group in some form of practical activity. This is an ideal way for each learner to experience the role and encounter the difficulties that may arise.

It is essential that learners also experience, and understand, the value of working effectively as a member of a team. This will be important when they lead sessions at a later stage.

Hands-on experiential learning should be reinforced by the participation and cooperation of the learner's peers as well as tutors/activity leaders. This will help develop confidence and organisational and personal skills which can be used throughout the unit.

When leading outdoor and adventurous activities, learners must be supervised directly by a qualified leader with a recognised qualification for the specific activity being undertaken. In many cases this may be the tutor or another member of staff at the centre. However, outside leaders or activity centres may provide facilities and personnel to supervise learners. In this situation, the tutor must still be responsible for developing and assessing the leadership aspects of the learner activities.



This unit could be delivered alongside National Governing Body awards and evidence from this unit may be used to meet some of the outcomes of these awards, or vice versa.

The review of the activity sessions is essential and participants and observers should complete feedback sheets. Learners should also be encouraged to use video, which will provide them with more evidence for their review.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Tutor introduction and overview of unit.
<b>Assignment 1: Skills, Qualities and Responsibilities Required to Lead Outdoor and Adventurous Activities (P1, M1)</b>
Tutor introduces the assignment brief.
Tutor to lead practical experience in outdoor and adventurous activities.
Tutor to lead investigation and examination of the skills associated with leadership.
Tutor to demonstrate how to maintain a logbook of experience in participating and leading outdoor and adventurous activities.
Learners to write up experience gained so far.
Tutor to lead investigation and examination of the qualities associated with leadership.
Learners carry out own investigation and examination of the qualities associated with leadership (self-study).
Tutor to cover range of outdoor and adventurous activities associated with the unit (learner practical experience).
Tutor to lead practical experience in outdoor and adventurous activity experience.
Tutor explains importance of planning and leading activities and introduces Assignments 2 and 3.
<b>Assignment 2: Planning to Lead Two Different Outdoor and Adventurous Activities (P2, M2) and Assignment 3: Leading Two Different Activities (P3)</b>
Learners carry out self-study for Assignments 2 and 3.
Tutor-led exploration of safety considerations when planning for the delivery of outdoor and adventurous activities.
Learners carry out self-study of safety considerations when planning for the delivery of outdoor and adventurous activities.
Tutor-led practical experience in preparing to lead an outdoor and adventurous activity.
Planning to lead outdoor and adventurous activities to include visit to activity site.
Learners plan to lead outdoor activity.
Learners deliver outdoor and adventurous activities to client group, with tutor support.

<b>Topic and suggested assignments/activities/assessment</b>
Learners to deliver outdoor and adventurous activities to client group, with tutor support.
<b>Assignment 4: Reviewing Own Performance (P4, M3, D1)</b> Tutor introduces the assignment brief. Learners carry out group review of practical activity delivery using client feedback.
Learners conduct personal review of activity leadership.
Learners complete development plan for improvement of activity leadership.
Individual tutorials for learners giving feedback on performance.

### **Assessment guidance**

A range of methods can be used to assess this unit. For P1, learners could produce a poster which outlines the skills, qualities and responsibilities required to be a successful leader of three different outdoor and adventurous activities. The poster could be divided into the sections of skills, qualities and responsibilities. This could then act as a visual stimulant throughout learners' leadership experience.

For P2, learners need to produce a plan for leading two different outdoor and adventurous activities. Throughout this unit, the term 'outdoor and adventurous activities' refers to a single activity. Learners are required to plan and lead two different activities. Examples are provided in the Unit content. Learners may, if required, use tutor support in the planning process. Evidence could be provided via written lesson plans, covering topics stated in the Unit content, namely participants, resources, specific considerations such as routes and transport, environmental considerations, timing, conduct, contingency plans and governing body guidelines.

For P3, learners need to lead two different outdoor and adventurous activities. They should do this with selected client groups under tutor supervision. Tutors may wish to use peer assessment for some elements of this and also a pro-forma assessment sheet/observation record.

For P4, using peer feedback, feedback from tutor observations and self-evaluation, learners should review their own performance in the planning and leading of the two outdoor and adventurous activities. A buddy system, where two learners observe and feedback to each other, could be an effective way of acquiring feedback. Learners should also produce a development plan identifying strengths and areas for improvement.

For M1, a written explanation is required. Learners need to look at a range of different leaders, across different activities, in order to develop a greater understanding of the range of people involved in sports leadership, and the variety of skills and qualities each one possesses.

For M2, learners will need to produce their plan for leading independently, and lead (under tutor supervision), two different outdoor and adventurous activities. The practical elements can be assessed using tutor observation and witness statements as well as video or photographic evidence.

After leading activity sessions, to meet M3, learners need to review and explain their performance. This should include suggestions relating to areas for improvement. Evidence could be gained through feedback from participants and observers. Forms and documentation used for this should be submitted by learners as part of their evidence.

For D1, learners need to evaluate their planning and practical performance, paying particular attention to how effective they were as a leader and how they can improve in the future. Evidence generated for M3 can be used towards meeting this criterion.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Skills, Qualities and Responsibilities Required to Lead Outdoor and Adventurous Activities	You enjoy participating in outdoor and adventurous activities and have the opportunity to shadow an experienced instructor. You start by considering the skills, qualities and responsibilities required to lead outdoor and adventurous activities.	Poster Written report
P2, M2	Planning to Lead Two Different Outdoor and Adventurous Activities	The instructor tells you that there is an opportunity for you to lead, with their support, two different outdoor and adventurous activities. Produce a plan to deliver activities.	Written plan
P3	Leading Two Different Activities	Learners lead, with support, two different outdoor and adventurous activities.	Practical observation and assessment
P4, M3, D1	Reviewing Own Performance	Learners to review own performance with self-reflection and identification of a self-improvement plan.	Written report and self-improvement plan

## Suggested resources

### Books

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

Barnes P – *Leadership with Young People* (Russell House, 2002) ISBN 9781903855072

Barton B – *Safety, Risk and Adventure in Outdoor Activities* (Paul Chapman Publishing, 2006) ISBN 9781412920780

Beard C – *Experiential Learning* (Kogan Page, 2006) ISBN 9780749444891

Cox D – *The Sailing Handbook* (New Holland Publishers, 2003) ISBN 9781845377526

Duff J and Gormly P – *First Aid and Wilderness Medicine* (Cicerone Press, 2007) ISBN 9781852845001

Ferrero F – *British Canoe Union – Canoe and Kayak Handbook: Handbook of the British Canoe Union* (PESDA, 2006) ISBN 9780954706166

Foster N – *Open Canoe Techniques* (Globe Pequot Press, 2003) ISBN 9781898660262

Fulbrook, J – *Outdoor Activities, Negligence and The Law* (Ashgate, 2005) ISBN 9780754642350

Hill P – *Mountain Skills Training Hand Book* (David and Charles, 2009) ISBN 9780715331651

Long S – *Hill Walking* (The Mountain Training Trust, 2003) ISBN 9780954151102

Martin B, Cashel C, Wagstaff M, Breunig M – *Outdoor Leadership: Theory and Practice* (Human Kinetics, 2006) ISBN 9780736057318

Ogilvie, K – *Leading and Managing Groups in the Outdoors* (Institute for Outdoor Learning, 2005) ISBN 9781898555094

Royal Yachting Association – *Sail Cruising and Yachtmaster Scheme G15/07* (Royal Yachting Association, 2004) ISBN 9781905104987

Royal Yachting Association – *National Sailing Scheme Logbook G4/05* (Royal Yachting Association, 2005) ISBN 9780901501455

### Journals

*Canoe Focus*

*Climber*

*Summit*

*The Great Outdoors*

**Websites**

[www.bcu.org.uk](http://www.bcu.org.uk)

British Canoe Union

[www.thebmc.co.uk](http://www.thebmc.co.uk)

British Mountaineering Council

[www.mountain-training.org](http://www.mountain-training.org)

Mountain Leader Training Board

[www.ramblers.org.uk](http://www.ramblers.org.uk)

The Ramblers Association

[www.rya.org.uk](http://www.rya.org.uk)

Royal Yachting Association

# Unit 17: Expedition Experience

Level:	<b>2</b>
Notional Learning Hours:	<b>100 (including 60 GLH)</b>
Unit value (NLH/10):	<b>10</b>
SRF unit code:	<b>20769G</b>

**This unit is internally assessed**

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## Unit aim

This unit will enable learners to plan and participate in expeditions and review the expeditions they have taken part in.

## Unit introduction

Growing numbers of people are taking part in a variety of outdoor and adventurous activities. Expeditions and excursions into more open country have increased significantly. Learning how to plan, undertake and evaluate these activities safely can enable learners to enjoy these pursuits, providing an opportunity for self-discovery and the development of self-confidence, interpersonal and communication skills, as well as leadership qualities.

Learners should expect to spend a significant amount of time in the open countryside whilst undertaking this unit. Completion of this unit requires at least one overnight stay. This may be under canvas or in dedicated self-catering accommodation such as a hostel.

Learners may already have transferable skills, or prior knowledge, as a result of experience with the Duke of Edinburgh Scheme, Scouts, Guides, local clubs or perhaps with family and other groups.

Those with prior knowledge and experience will have an opportunity in this unit to expand on their knowledge base, and improve their expedition techniques and skills.

The unit focuses on the awareness and development of skills in navigation and route planning, which are fundamental when embarking on expeditions. The safety aspects of an expedition are a primary concern for learners and tutors. Concepts of safety, including risk assessment and emergency procedures, are covered. There is also an emphasis on the practical ability to choose the correct equipment and demonstrate proficient use of specific expedition kit. This may include camp cooking, tent erection and the transport and storage of equipment. Environmental and countryside issues are also covered, giving learners an understanding of current legislation and the environmental impact of expedition activity.

## **Outcomes of learning**

On completion of this unit a learner should:

- 1 Know the safety and environmental considerations for a multiday expedition
- 2 Be able to use skills and techniques required for a multiday expedition
- 3 Be able to plan for a multiday expedition
- 4 Be able to carry out and review a multiday expedition.

## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Describe the safety and environmental considerations for a multiday expedition	M1 Explain safety and environmental considerations for a multiday expedition	
P2 Demonstrate the skills and techniques required for a multiday expedition	M2 Explain the skills and techniques required for a multiday expedition	D1 Justify use of skills and techniques in the undertaking of a multiday expedition
P3 Describe the equipment required for a multiday expedition		
P4 Produce a plan, with tutor support, for a multiday expedition	M3 Produce a plan for a multiday expedition independently	D2 Justify decisions made in the planning of a multiday expedition
P5 Carry out, with tutor support, a multiday expedition, demonstrating the use of relevant skills and required equipment	M4 Undertake a multiday expedition independently, demonstrating the use of relevant skills and required equipment	
P6 Review own performance in the planning and undertaking of a multiday expedition, identifying strengths and areas for improvement	M5 Explain identified strengths and areas for improvement, suggesting strategies to improve future performance	D3 Evaluate performance in the planning and undertaking of a multiday expedition, suggesting strategies to improve future performance and justifying suggestions



## Unit content

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### 1 Know the safety and environmental considerations for a multiday expedition

Safety considerations:

- risk assessments
- emergency procedures (rescue, survival, distress signals, contacting emergency services)
- equipment (first aid, shelter, food, survival, dangerous or combustible substances)
- escape routes
- guidelines, e.g. governing bodies, own centre
- legislation, e.g. relating to children, health and safety

Environmental considerations:

- e.g. flora, fauna, wildlife (respect, preservation and conservation)
- status, e.g. protected species, Areas of Outstanding Natural Beauty, Sites of Special Scientific Interest, National Parks, common land, open countryside
- guidelines and legislation, e.g. countryside code, rights of way, governing bodies

### 2 Be able to use skills and techniques required for a multiday expedition

Skills and techniques:

- navigation (maps, grid referencing, contours, route plans, natural features and gradients, signs, compass, night or limited visibility navigation, direction determination without compass)
- camp (choosing a site and setting up)
- transportation (land and water, road and trail, modes of transport)

### 3 Be able to plan for a multiday expedition

Equipment:

- maintenance
- use (safe, correct)
- care
- cleaning
- types e.g. shelter and protection (tents, sleeping bag, clothing, footwear), cooking equipment, food storage, bags and rucksacks (carrying and packing)

Plan:

- e.g. permission, consent and access, route (route cards, route description), booking facilities, transportation, equipment and logistics, accommodation, meals (planning, dietary considerations, nutrition for physical activity), weather information, journey times, terrain, emergency contacts, plans (contingencies and escapes)

#### **4 Be able to carry out and review a multiday expedition**

Carry out:

- e.g. use navigation tools (map, compass, GPS, pacing), appropriate route choice with alterations appropriate to conditions, living out of doors (camp craft skills e.g. erecting tents, striking tents, selecting camp site, use of terrain for shelter, cooking, waste disposal, personal hygiene), travelling skills (pace and rhythm, energy conservation, control skills, traversing difficult ground, avoidance of hazards), packing equipment, using equipment, storing equipment

Review:

- feedback (from participants, supervisor, peers, observers)
- strengths and areas for improvement
- against plan and governing body guidelines

Set targets for improvement:

- SMART (specific, measurable, achievable, realistic, time-bound) targets
- development plans
- development opportunities, e.g. specific training and courses

## Information for delivery staff

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### Essential requirements

Effective delivery of this unit requires close proximity to rural country where learners can practise skills and techniques explored in the unit. Maps and expedition equipment should also be readily available. Centres should plan to make overnight expeditions to at least one mountainous area in the UK/their local area to fulfil the expedition requirement of the unit.

### Employer engagement and vocational contexts

This unit focuses on the practical acquisition of the skills required to undertake day and multiday expeditions safely in the outdoors. Learners will benefit from visits to a variety of different mountainous areas. Centres may wish to deliver the unit through a residential visit to an outdoor centre.

### Delivery guidance

This unit is a practical and active introduction to expeditions. It should be delivered in a practical way in an appropriate environment using the appropriate equipment. The expedition must include at least one overnight stay. This would ideally be under canvas, to maximise the potential for learning how to use equipment and to practise skills such as camp craft in the open countryside. Use of hostels or bunkhouse accommodation is acceptable where camping is impractical or unsafe. Learners should have access to camping, navigation and safety equipment, being able to use this kit in real situations wherever possible.

Learners should have access to qualified expedition leaders. This will enable the delivery centre to meet outdoor industry good practice and health and safety requirements. This unit covers in detail the navigation, safety and technical aspects of an expedition. However, it does not necessarily qualify learners for National Governing Body recognition as an activity leader, although it could be used for providing some underpinning knowledge for these qualifications.

Learners should not only show their understanding of safety and environmental issues through their written work, but also through their practice and awareness while actually undertaking the expedition. They could also be introduced to emergency situations through role-play scenarios.

In reviewing their work, learners should use reflective practice to understand their own and others' performance. This could involve setting their own goals and expectations in conjunction with using SWOT analysis to develop an action plan for future improvement and learning. They will also benefit from analysing each other's performance. In the field, learners should be left, as much as possible, to work independently and experientially, acquiring skills and understanding as well as supporting others.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

<b>Topic and suggested assignments/activities/assessment</b>
Tutor to introduce topic area of expedition experience.
<b>Assignment 1: Safety and Environmental Considerations for Multiday Expeditions (P1, M1)</b>
Tutor introduces the assignment brief.
Tutor to lead learners in an activity to examine the safety and environmental considerations for multiday expeditions.
Learners to carry out independent study of safety and environmental considerations for multiday expeditions.
<b>Assignment 2: Skills and Techniques Required for Multiday Expeditions (P2, M2, D1)</b>
Tutor introduces the assignment brief.
Tutor to lead practical development of expedition skills, day and half-day expeditions in outdoor environment.
<b>Assignment 3: Equipment Required for Multiday Expeditions (P3)</b>
Tutor introduces the assignment brief and group practical tasks focusing on equipment.
Explain the equipment and practically demonstrate the use of equipment on an expedition.
Learner group practical exercise comparing the environmental considerations on expeditions.
Tutor to carry out practical assessment of expedition skills, day and half day expeditions in outdoor environment.
<b>Assignment 4: Planning a Multiday Expedition (P4, M3, D2)</b>
Tutor introduces the assignment brief, includes time for learner initiated private study.
Learners to plan a multiday expedition.
<b>Assignment 5: Undertaking a Multiday Expedition (P5, M4)</b>
Tutor introduces the assignment brief and time allocated to practically undertake the multiday expedition.
<b>Assignment 6: Reviewing the Planning and Undertaking of the Expedition (P6, M5, D3)</b>
Tutor introduces the assignment brief.
Learners carry out own review of expedition.
Evaluation of the unit.

## Assessment guidance

For P1, learners need to describe and explain (M1) safety and environmental considerations for a multiday expedition. This can be achieved by participating in practical activities and then reflecting on the requirements of these activities. A written report or presentation will generate the evidence required.

For P2, learners need to demonstrate the practical skills and techniques required for a multiday expedition. The term expedition is used here in the loosest sense as a 'journey undertaken for a purpose'. It does allow some integration with other units. For instance, learners may wish to identify their day spent kayaking or a day-long hike in a wilderness area as an expedition. However, it would be incorrect for learners to cite an orienteering event, water sports on a lake or coastal area or a circular walk in non-wilderness areas, where a fixed base is used, as an expedition. Tutors could assess the skills used through an observation record and tick sheet listing the required skills and techniques from the Unit content. For M2, learners need to explain and justify (D1) the skills and techniques required. This could be achieved through a written report or presentation.

For P3, learners need to describe the equipment required for a multiday expedition. This could be achieved in written form but would be best achieved by learners presenting the equipment and its uses to the rest of the group. If a presentation is chosen as the assessment method, tutors will need to complete a witness statement to confirm achievement of this criterion. Learners can also submit their presentation materials, notes, key cards etc.

For P4, learners need to plan a multiday expedition, with tutor support, showing knowledge of the necessary equipment and other resources. Again, reference should be made to the Unit content for specific guidance. For M3, learners need to independently produce a plan for a multiday expedition. Learners will need to justify the decisions they made in the planning process to meet D2. Evidence for this can be generated through tutor observation records, self-review and peer assessment.

For P5, carrying out the multiday expedition, learners will be required to take part and this must be taken into account when centres select this unit. The term 'multiday' refers to a minimum of two days, with one overnight stay. Nights in bunk houses, bothies and mountain huts can be used, although some nights should be spent in tents. Assessment can be through the use of a pro-forma tick sheet and observation records. Learners should demonstrate skills as specified in the Unit content. For M4, learners need to undertake the multiday expedition without tutor support. In reality, tutors will be responsible for the overall supervision of learners. However, learners should have autonomy when planning and undertaking the expedition.

For P6, learners need to review their own performance in planning and undertaking a multiday expedition, assessing the skills they have used throughout the unit. Tutors will be able to provide feedback on learner performance via observation records and witness statements, which the learner can use in their review. Feedback can also be collected from peers. A personal logbook/diary, maintained throughout the unit, could also be an effective means of monitoring and assessing performance, and assisting learners in their self-reflection. For M5, learners need to explain their strengths and areas for improvement, suggesting strategies for future improvement.

A written evaluation of performance in planning and undertaking a multiday expedition is required for D3. Learners need to suggest strategies to improve future performance and justify their suggestions. Knowing where future skills and knowledge can be acquired and developed will assist in the evaluation.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Safety and Environmental Considerations for Multiday Expeditions	You are going to take part in a multiday expedition. Consider how safety and the environment influence and impact on multiday expeditions.	Written assessment Presentation
P2, M2, D1	Skills and Techniques Required for Multiday Expeditions	Learners to demonstrate practical skills and techniques.	Practical observation and assessment
P3	Equipment Required for Multiday Expeditions	Describe, select and use appropriate equipment.	Practical observation and assessment Presentation
P4, M3, D2	Planning a Multiday Expedition	Learners to plan a multiday expedition.	Practical observation and assessment
P5, M4	Undertaking a Multiday Expedition	Learners demonstrate their ability to undertake a multiday expedition.	Practical observation and assessment Logbooks
P6, M5, D3	Reviewing the Planning and Undertaking of the Expedition	Learners undertake a review of the expedition and their practical abilities.	Written report Peer observations Tutor observations

## **Suggested resources**

### **Books**

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

Barton B – *Safety, Risk and Adventure in Outdoor Activities* (Paul Chapman Publishing, 2006) ISBN 9781412920780

Duff J and Gormly P – *First Aid and Wilderness Medicine* (Cicerone Press, 2007) ISBN 9781852845001

Hill P – *Mountain Skills Training Hand Book* (David and Charles, 2009) ISBN 9780715331651

Judd P, Brown S – *Getting to Grips with GPS* (Cordee, 2006) ISBN 9781904207382

Long S – *Hill Walking* (The Mountain Training Trust, 2003) ISBN 9780954151102

Ogilvie K C, Noble L – *Leading and Managing Groups in the Outdoors* (Institute for Outdoor Learning, 2005) ISBN 9781898555094

Smith R – *Simple Map Reading* (Mercat Press, 1997) ISBN 9780114957759

Thomas M – *Weather for Hillwalkers and Climbers* (Sutton Publishing, 1997) ISBN 9780750910804

### **Journals**

*Canoe Focus*

*Climber*

*The Great Outdoors*

*Summit*

### **Websites**

[www.thebmc.co.uk](http://www.thebmc.co.uk)

The British Mountaineering Council

[www.outdoor-learning.org](http://www.outdoor-learning.org)

Institute for Outdoor Learning

[www.mountain-training.org](http://www.mountain-training.org)

Mountain Training skills and awards

[www.naturalengland.co.uk](http://www.naturalengland.co.uk)

Natural England

# Unit 18: Effects of Exercise on the Body Systems

Level:	<b>2</b>
Notional Learning Hours:	<b>50 (including 30 GLH)</b>
Unit value (NLH/10):	<b>5</b>
SRF unit code:	<b>20770G</b>

**This unit is internally assessed**

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## Unit aim

This unit is designed to enable learners to explore the effects of exercise on the human body by participating in a range of practical experiments and activities.

## Unit introduction

For many people, exercise is a part of their normal lifestyle which helps to keep them fit and healthy. In the sports industry many careers require an understanding of how the body responds to exercise. During exercise, the human body undergoes a number of changes, and the aim of this unit is to explore these changes.

Learners will initially cover the short-term effects of exercise on the musculoskeletal, cardiovascular and respiratory systems. Learners will then carry out a practical investigation exploring these short-term effects and 'seeing' for themselves the different responses that occur.

The unit continues by exploring the long-term effects of exercise and how the various body systems adapt to training. The different energy systems are then covered together with the different sports that use each of these systems to supply energy. Learners will also be able to find out which sports 'burn' the most calories by examining the energy requirements of different forms of physical activity.

To complete the unit, the impact of drugs on sport and sports performance will be examined. A range of different types of drugs and their effects on sports performance and the health of the athlete will be covered. Finally, the effect of drugs on society and sport itself is explored.

## Outcomes of learning

On completion of this unit a learner should:

- 1 Be able to investigate the short-term effects of exercise on the body systems
- 2 Know the long-term effects of exercise on the body systems
- 3 Be able to investigate the fundamentals of the energy systems
- 4 Know the impact of drugs on sports performance.



## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Describe the short-term effects of exercise on the musculoskeletal, cardiovascular and respiratory systems	M1 Explain the short-term effects of exercise on the musculoskeletal, cardiovascular and respiratory systems	
P2 Investigate the short-term effects of exercise on the musculoskeletal, cardiovascular and respiratory systems, with tutor support	M2 Investigate the short-term effects of exercise on the musculoskeletal, cardiovascular and respiratory systems independently	
P3 Describe the long-term effects of exercise on the musculoskeletal system	M3 Explain the long-term effects of exercise on the musculoskeletal, cardiovascular and respiratory systems	D1 Analyse the short- and long-term effects of exercise on the musculoskeletal, cardiovascular and respiratory systems
P4 Describe the long-term effects of exercise on the cardiorespiratory system		
P5 Describe types of physical activity that use the aerobic energy system and that use the anaerobic energy systems	M4 Explain the energy requirements of different types of physical activity	

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P6 Investigate different physical activities that use the aerobic and anaerobic energy systems, with tutor support		
P7 Describe different types of drugs used to enhance sports performance and their effects		
P8 Describe the negative impact of drugs	M5 Explain the negative impact of drugs	

## Unit content

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### 1 Be able to investigate the short-term effects of exercise on the body systems

Musculoskeletal system:

- e.g. increased joint range of movement, micro tears in muscle fibres

Cardiovascular system:

- e.g. increased heart rate, increased blood pressure

Respiratory system:

- e.g. increase in breathing rate, increased tidal volume

Methods of investigation:

- participation in practical activities, e.g. football, sprinting, swimming, jogging, cycle ergometer
- taking physiological measurements, e.g. heart rate monitor, pulse rate, blood pressure, sit and reach test, spirometer
- recording data, e.g. tables, ICT downloads

### 2 Know the long-term effects of exercise on the body systems

Musculoskeletal system:

- e.g. hypertrophy, increase in tendon strength, increase in bone density, increased thickness of hyaline cartilage, increased production of synovial fluid

Cardiorespiratory system:

- e.g. decrease in resting heart rate, increase in stroke volume, increase in heart size, increased vital capacity

### 3 Be able to investigate the fundamentals of the energy systems

Energy systems:

- anaerobic energy system (alactic acid/phosphocreatine, lactic acid)
- sports that use these systems to provide energy, e.g. sprinting, 100m, 400m
- aerobic energy system (requirement of oxygen)
- sports that use this system to provide energy, e.g. long distance running

Energy requirements of physical activity:

- calories used in taking part in different forms of physical activity, e.g. swimming, sprinting, walking

Methods of investigation:

- participation/observation of alactic acid energy system sports activities, e.g. vertical jump, 50m sprint
- participation/observation of lactic acid energy system sports, e.g. 400m run, ski squat
- participation/observation of aerobic energy system sports, e.g. long distance running, long distance cycling

#### **4 Know the impact of drugs on sports performance**

Types of drugs:

- e.g. anabolic steroids, erythropoietin (EPO), growth hormone, cannabis, amphetamines, diuretics, beta blockers

Effect on sports performance:

- e.g. increase speed, increase stamina, increase strength, weight loss, increased alertness, slower heart rate

Negative impact of drugs:

- harmful effects on the body, e.g. infertility, cancer, aggression, addiction
- on sport
- ethics
- society

## Information for delivery staff

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### Essential requirements

Learners require access to an area in which physical activity can take place. They will also require access to equipment for taking basic physiological measurements such as heart rate monitors, digital sphygmomanometers and spirometers. Access to other equipment, such as a cycle ergometer and/or treadmill, is desirable but not essential for unit delivery.

### Employer engagement and vocational contexts

This unit focuses on the effects of exercise on the body systems and will give learners the background knowledge and skills needed to work in a fitness suite, leisure club or gym.

Centres are encouraged to develop links with local health education professionals and health fitness instructors so that learners can understand the importance of learning about how the human body works in order to pursue a career in the sport and fitness industry.

### Delivery guidance

This unit lends itself to a variety of delivery methods. Whilst theoretical knowledge must be taught, there should be as much practical activity as possible, as this will help to put the theory in context.

To explore the short-term effects of exercise on the body systems, learners can take a range of readings at rest. For learners to be at rest, heart rate and blood pressure readings should be taken after the learner has been lying down for a period of no less than five minutes. Heart rate can be taken manually or via heart rate monitors. Learners can then take part in a range of practical activities. After a period of around five minutes, and at designated intervals throughout the activity period, exercise readings can be taken. Learners could work in pairs or small groups. However, it is a good idea for every learner to have the opportunity to examine their own readings as this will help to engage and motivate them to learn. Physiological data, including heart rate, blood pressure and spirometry readings, can be taken. Various modes of exercise can be explored, for example cycling versus running.

The long-term effects of exercise could also be taught using practical components. If time and facilities are available, learners could take part in a training programme. Pre- and post-fitness tests could be taken and results analysed. This will help to demonstrate the physiological adaptations that can take place after a training programme. The areas that cannot be tested, such as heart size, increase in tendon strength etc, can be taught through theory and learner-centred research.

Energy systems are sometimes a challenging concept for learners to understand. Each energy system should be discussed and the sports that primarily use each energy system outlined. Learners can then investigate a range of sports that have not been discussed and work out which energy system predominantly supplies the energy for each. Learners can then take part in, or observe, a range of sports that use each energy system and compare and contrast each in order to gain a better understanding of them.

The impact of drugs on sports performance can be taught predominantly via theory with some video footage and media resources to supplement learning. Examples of the different types of drugs that could be examined are listed in the Unit content. However, new drugs can be examined. Learners could also have the opportunity to investigate a sportsperson of their choice who has been found to have been taking a drug and find out how it would have affected both their sports performance and their health. Both the ethics and the effects on society can be examined in relation to the selected sportsperson from reading media articles etc.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

<b>Topic and suggested assignments/activities/assessment</b>
Introduction and overview of the unit.
Learners take part in practical activities e.g. jogging for 15 minutes, circuit training, football drills. When learners have completed the activity, tutor discusses the physiological changes that have occurred.
Theory lesson: learners are split into groups, each with a different body system to discuss. Learners feedback to the rest of the group the short-term effects of exercise on their selected body system.
Practical session: learners are shown how to use the different types of equipment for taking physiological measurements. Learners then work in small groups to test out the equipment and take physiological measurements from each other.
<b>Assignment 1: The Short-term Effects of Exercise on the Body (P1, P2, M1, M2)</b>
Practical assessments and recording data. Tutor introduces the assignment brief.
Practical investigation into the short-term effects of exercise on the body (learner practical activities) and tutor observation.
<b>Assignment 2: The Long-term Effects of Exercise on the Body (P3, P4, M3, D1)</b>
Tutor introduces the assignment brief.
Long-term effects of exercise on the musculoskeletal systems. Tutor-led session.
Long-term effects of exercise on the cardiovascular system. Learner-centred research, feedback to the rest of the group.
Long-term effects of exercise on the respiratory system. Learner-centred research, feedback to the rest of the group.

<b>Topic and suggested assignments/activities/assessment</b>
<b>Assignment 3: Energy Systems (P5, P6, M4)</b> Practical assessments, tutor introduces the assignment brief.
Anaerobic energy system alactic acid/phosphocreatine and the lactic acid system, sports that use these systems to provide energy. Theory session and practical activities to 'experience' the energy systems.
Aerobic energy system and sports that use this system to provide energy. Theory and practical sessions.
Calories used in taking part in different forms of physical activity. Learner-centred research.
<b>Assignment 4: The Impact of Drugs on Sports Performance (P7, P8, M5)</b> Tutor introduces the assignment brief.
Types of drugs and their effect on sports performance – theory.
Impact of drugs on health – theory and DVD.
Impact of drugs on sport. Tutor-led group discussion.
Impact of drugs on society. Tutor-led/speaker/group discussion.
Review of the unit.

### **Assessment guidance**

Assessment evidence for this unit could be collated in a laboratory file/portfolio of evidence. For P1, learners need to describe the short-term effects of exercise on the musculoskeletal, cardiovascular and respiratory body systems.

For P2, learners need to carry out practical tests and activities to investigate what happens to the musculoskeletal, cardiovascular and respiratory systems in response to short-term exercise. To meet P2, learners are expected to carry out these tests but may require tutor support during the testing processes, for example, physically helping them to find a pulse on the exercising person, helping to record data. If tutor support is required, then criterion M2 cannot be achieved.

For P3, learners need to describe what happens to the musculoskeletal system after a long-term training programme. For P4, learners need to describe what happens to the cardiorespiratory system after a long-term training programme. For P5, learners need to describe accurately two different types of physical activity that use the aerobic energy system and two different types of physical activity that use the anaerobic energy systems. This can include one or both from the alactic/phosphocreatine energy system and one or both from the lactic acid energy system.

For P6, learners need to practically investigate different physical activities that use the aerobic and anaerobic energy systems, with tutor support. Practical activities can be supported by a tutor observation record. Witness testimony could be used to support group discussion to confirm learner understanding of how and when the energy systems are used in each selected activity. For P7, learners need to describe how four different types of drugs affect sports performance and, for P8, how drugs negatively impact on sport and society.

For M1, learners need to explain what happens during the first few minutes of exercise to each of the body systems described in P1.

For M2, learners need to independently carry out practical tests to investigate what happens to the musculoskeletal, cardiovascular and respiratory systems in response to short-term exercise.

For M3, learners need to explain what happens to the musculoskeletal, cardiovascular and respiratory systems after a long-term training programme. Learners need to analyse the short and longer-term effects of exercise on the three body systems in order to meet D1.

For M4, learners need to explain why four different types of physical activity require differing amounts of energy. For M5, learners need to explain how drugs negatively impact on a person's health and how they affect sport and society.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1, M2	The Short-term Effects of Exercise on the Body	You are considering getting a job in a fitness suite and need to know how exercise can affect the body systems.	Practical observation and laboratory report
P3, P4, M3, D1	The Long-term Effects of Exercise on the Body		Written report
P5, P6, M4	Energy Systems		Practical observation and laboratory report
P7, P8, M5	The Impact of Drugs on Sports Performance	Your sports coach has asked you to give a presentation to the junior squad, focusing on the effects of drugs and the impact that drugs have on sports performance.	PowerPoint presentation and witness statement

### Suggested resources

#### Books

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

Hartigan S – *Essential GCSE PE for Edexcel* (Hodder Arnold, 2005) ISBN 9780340905586



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

Scott T – *GCSE PE for Edexcel* (Heinemann, 2001) ISBN 9780435506360

Sharkey B J – *Physiology of Fitness, 3rd Edition* (Human Kinetics, 1990)  
ISBN 9780873222679

Sharkey B J and Gaskill SE – *Fitness and Health* (Human Kinetics, 2006)  
ISBN 9780736056144

### **Periodicals**

*Peak Performance* – Peak Performance Publishing

*Ultra-Fit Magazine* – Ultra-Fit Publications ([www.ultra-fitmagazine.com](http://www.ultra-fitmagazine.com))

### **Websites**

[www.bhf.org.uk](http://www.bhf.org.uk)

British Heart Foundation

[www.nice.org.uk](http://www.nice.org.uk)

Health Development Agency

[www.ic.nhs.uk/statistics-and-data-collections](http://www.ic.nhs.uk/statistics-and-data-collections)

NHS Information Centre

# Unit 19: Business Skills in Sport

Level:	<b>2</b>
Notional Learning Hours:	<b>100 (including 60 GLH)</b>
Unit value (NLH/10):	<b>10</b>
SRF unit code:	<b>20771G</b>

**This unit is internally assessed**

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## Unit aim

The aim of this unit is to develop learners' knowledge and practical use of the business skills needed for employment in the sport, leisure and recreation industry.

## Unit introduction

Anyone aspiring to work in the sport, leisure and recreation industry needs to be able to develop astute business skills to work effectively and provide exemplary customer service. Effective customer service skills balance responsiveness and assertiveness in order to influence positive outcomes. Effective customer care also includes handling difficult situations with sufficient care and attention to turn them around.

A leisure centre supervisor will possess a range of business skills to conduct business effectively and efficiently, manage information, maintain records and support the team in decision taking. Supervisors will have good verbal and written communication skills and make the best use of the various channels of communication for example face-to-face, telephone or written. They should have the ability to prioritise and multi-task, keep facilities well maintained and ensure that health and safety standards are met. Leisure centre managers will recruit, train and manage staff and be active listeners. They will also have the skills to coordinate marketing and publicity.

Business systems and business skills are interlinked. For example, a sports centre manager needs to be able to use business skills to manage customer accounts, which form an integral part of the overall financial management system and contribute to how the leisure centre deals with its customers.

This unit will help learners to learn and develop the business skills that employees in the sport and leisure industry need. Learners will start by exploring the business skills needed to support customers in the sport and leisure industry. This will include how to manage customer records and complaints. Learners will then need to demonstrate use of skills in a variety of practical customer service situations. By producing guidelines to support a selected customer service situation, learners will be able to apply their knowledge and understanding.

Learners will then look at the skills needed for effective business operation in sport and leisure. Learners will explore finance and health, safety and security skills. The final part of the unit requires learners to review the quality of a selected sport and leisure business, identifying areas for future development.

## **Outcomes of learning**

On completion of this unit a learner should:

- 1 Know the business skills needed to support customers in the sport and leisure industry
- 2 Be able to use the skills required to manage customer service situations
- 3 Know the skills needed for effective sport and leisure business operation
- 4 Be able to review the quality of a sport and leisure business.

## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Describe the business skills needed to support customers in the sport and leisure industry	M1 Explain how business skills differ to support different customers in the sport and leisure industry	D1 Evaluate business skills and their role in supporting different types of customer
P2 Demonstrate use of customer service skills in different customer service situations	M2 Demonstrate integrated use of customer service skills	
P3 Produce appropriate guidelines for a selected customer service situation		
P4 Identify the skills needed for effective sport and leisure business operation		
P5 Review the quality of a selected sport and leisure business, identifying strengths and areas for future development	M3 Review the quality of selected sport and leisure businesses, explaining strengths and areas for future development	D2 Evaluate the quality of selected sport and leisure businesses, justifying strengths and areas for future development

## Unit content

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### **1 Know the business skills needed to support customers in the sport and leisure industry**

Business skills:

- customer information
- booking procedures
- customer inductions
- customer records
- ticketing systems
- customer trends
- market analysis
- customer feedback, e.g. surveys, suggestion boxes, mystery customers
- customer complaints

Customers:

- e.g. senior citizens, children, educational groups, people with disabilities, antenatal and postnatal, rehabilitation

### **2 Be able to use the skills required to manage customer service situations**

Customer service skills:

- providing information and assistance, e.g. products, services
- providing advice, e.g. equipment, safety
- communicating messages, e.g. in person, telephone
- maintaining records, e.g. financial details, customer details
- dealing with issues, e.g. injuries, stolen personal property
- communication skills, e.g. appropriate language, active listening, pitch, volume, tempo, body language, facial expression, posture

Customer service situations:

- e.g. dealing with customer complaints, dealing with accidents, recruitment of members, answering the telephone, general enquiries, face-to-face, handling process of induction, written communication with a customer, conflict resolution

Guidelines:

- procedures for customer complaints, e.g. face-to-face, letter writing, email, monitoring complaints, conflict resolution
- answering the telephone, e.g. messages and memos
- dealing with injuries and stolen property
- recruiting new members
- customer induction
- management levels, e.g. responsibilities for customer situations

### **3 Know the skills needed for effective sport and leisure business operation**

Financial skills:

- e.g. managing customer accounts, billing systems, receipts, customer payments, sales records, stock control, purchasing, payroll systems

Health and safety skills:

- e.g. implementing and adhering to health and safety systems, first aid training and provision, knowledge of and adherence to emergency procedures, security of people and venues, knowledge of and adherence to fire procedures

Security skills:

- e.g. purpose of security systems, emergency procedures, security of people and venues

### **4 Be able to review the quality of a sport and leisure business**

Quality review:

- users, e.g. age profile, gender demographics
- affordability
- marketing, e.g. advertising, publicity, sales promotion
- information systems, e.g. filing, computerised, software packages used
- customer feedback, e.g. questionnaires, suggestion boxes
- sport and leisure activities, e.g. exercise on prescription, ante/post natal classes
- facility mix, e.g. sports hall, swimming pool, fitness gym, soft play, café
- maintenance
- health and safety
- access for people with disabilities
- quality of modernity
- changing facilities
- customer information, e.g. levels of management, classes, opening hours, prices, emergency procedures
- quality standard, e.g. customer charters, Charter Mark, Sport and Recreation Industry Award Schemes, Investors in People, Total Quality Management
- strengths and areas for future development

## Information for delivery staff

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### Essential requirements

For effective delivery of this unit learners will need to explore practically the business skills used in various types of sport and leisure facilities and the target customers who use these facilities. Visits to sport and leisure businesses will give learners first-hand experience of customer service situations and the skills needed to support these customers. Learners will also have to visit their selected sport and leisure business in order to carry out a quality review.

### Employer engagement and vocational contexts

This unit focuses specifically on the business skills needed for effective sports management and customer care, and will give learners the background knowledge and skills needed to work in the sport and leisure industry. Centres are encouraged to develop links with local sports businesses and professionals. This could be via visits to sport and leisure businesses or talks from managers or owners of relevant sport and active leisure organisations.

### Delivery guidance

Tutors should introduce the unit by identifying the business skills needed to support customers in the sport and leisure industry. Learners could research this in groups and then discuss and follow it up with visits to sport and leisure businesses to observe and gain practical experience of different types of customers and business skills. There may be different types of sport and leisure businesses in the local area which learners could visit to investigate the business skills used to support customers. Research and knowledge can be shared and discussed amongst the group.

Learners need to be able to use the skills to manage customer service situations. Learners could visit sport and leisure businesses to observe professionals handling customer service situations and then apply the skills learned to three different customer service situations. The customer service situations could be demonstrated through role play in small groups. Tutors should discuss with learners how customer service skills are often integrated and how they should integrate these skills in their demonstrations.

Sport and leisure businesses may provide their own guidelines for customer service situations, for example in cases of emergency, which learners could base their own ideas on. A learner research task followed by whole group discussion would be useful in order to review the range of guidelines available. Textbooks will provide examples of financial skills and health, safety and security skills needed for effective sport and leisure business operation. Guest speakers from the local sports and leisure industry would help with the delivery of this part of the unit.

With tutor guidance, learners should then look at quality standards and how quality can be measured in the sport and leisure industry. Quality standards include Sport and Industry Award Schemes, the Charter Mark and Investors in People. Tutors may need to assist learners in selecting an appropriate sport and leisure business they can carry out an assessment and quality review for. Learners could work in pairs or small groups and discuss the strengths and areas for development of the selected business with the tutor and their peers before writing their findings up as an individual report.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

<b>Topic and suggested assignments/activities/assessment</b>
Introduction and overview of the unit.
<b>Assignment 1: Do You Have the Business Skills Needed to Support Customers in the Sport and Leisure Industry? (P1, M1, D1)</b>
Tutor introduces the assignment brief.
Learners conduct business skills research in small groups, with tutor assistance, e.g. customer information, booking procedures, customer inductions needed to support customers in the sport and leisure industry. Case studies to support research.
Tutor-led discussions to identify types of customers and their needs. Learners, in groups, research types of customers and their needs. Share research.
<b>Assignment 2: Are You Able to Use Business Skills to Manage Customer Service Situations? (P2, P3, M2)</b>
Tutor introduces the assignment brief.
Tutor-led discussion to identify customer service skills required for customer service situations. Tutor arranges visits to organisations to see customer service situations in action, including methods and procedures. Learners, in groups, role play customer service situations to practise skills in different situations and understand integrated use of customer skills.
Tutor-led discussions considering examples of guidelines for specific customer service situations. Learners, in groups, research, discuss and provide examples for selected customer situations. This could include visits to organisations and example case studies. Learners produce their own guidelines for a customer service situation.
<b>Assignment 3: Effective Sport and Business Operation (P4)</b>
Tutor introduces the assignment brief.
Learners research general definitions of financial skills with examples from within organisations. Tutor-led discussions with learners presenting their findings.
Learners research health and safety and security skills considering, e.g. purpose of health, safety and security systems. Learners, with tutor support, consider examples from within businesses. Case studies or visits to organisations will provide examples. Learners role play the skills needed for effective sport and business operation, e.g. first aid provision scenario.
<b>Assignment 4: Review the Quality of a Sport and Leisure Business (P5, M3, D2)</b>
Tutor introduces the assignment brief and quality review.
Learners examine methods used to measure and review quality with tutor guidance. Groups prepare methods of assessing the quality procedures in a selected sport and leisure business. Groups carry out assessment and quality review.
Groups review the quality of a sport and leisure business and identify strengths and areas for future development.
Evaluation of the unit.



## Assessment guidance

For P1, learners need to describe the business skills needed to support customers in the sport and leisure industry. This will include providing customer information, customer inductions, booking procedures and dealing with issues. These skills could be researched through textbooks and internet sites, case studies and visits to sports and leisure businesses. Supporting specific customer types, such as senior citizens and children, could be introduced by identifying their individual needs and then discussing the business skills needed to support each type of customer. Evidence could be researched in groups and presented in the form of a starter pack for a new business. Each learner will need to individually present evidence which describes the business skills needed for different types of customers.

For P2, learners need to demonstrate the use of customer service skills in three different customer service situations. Evidence of meeting this criterion could be achieved through role play and the scenarios videoed as evidence of each individual role. This should be supplemented with a signed observation report from the tutor. Guidelines for a customer service situation may be assessed in the form of a PowerPoint presentation and the slides printed and put into a guidelines folder, or poster, which could be displayed (P3).

For P4, learners need to identify the financial, health and safety and security skills needed for effective sport and leisure business operation. Evidence for this assessment could be in the form of a written summary. For P5, learners must carry out a quality review of a selected sport and leisure business and identify the strengths and areas for future development. Learners will need to cover the Unit content for 'quality review'. An observation checklist could be used to identify the quality criteria used to measure the quality of the business. From this checklist learners could then use the information to review the quality of the selected sport and leisure business and make a list of its strengths and identify areas for future development.

For M1, which builds on P1, learners must explain how business skills differ in order to support different customers in the sport and leisure industry. Learners need to demonstrate integrated use of customer service skills to meet M2. For M3, which builds on P5, learners need to review the quality of a selected sport and leisure business and explain the strengths and areas for future development.

Grading criterion D1 builds on M1, and requires learners to evaluate business skills and their role in meeting the needs of and supporting different types of customers.

Finally, having reviewed the quality of a selected sport and leisure business learners will need to justify the identified strengths and areas for development (D2). Learners need to make recommendations to facilitate the improvements in the areas for development, justifying why they believe these will improve the facility.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Do You Have the Business Skills Needed to Support Customers in the Sport and Leisure Industry?	A local leisure centre is recruiting staff, you decide to apply and in preparation for interview consider the business skills associated with supporting customers in the sport and leisure industry.	Individual written report
P2, P3, M2	Are You Able to Use Business Skills to Manage Customer Service Situations?	Learners to demonstrate business skills in three customer service situations and produce guidelines.	Group role play Observation record Guidelines leaflet
P4	Effective Sport and Business Operation	Consider the financial skills and health, safety, and security skills needed for effective operation.	Individual written report
P5, M3, D2	Review the Quality of a Sport and Leisure Business	Learners to conduct a review of quality in a sport and leisure business of their choice, identifying strengths and areas for development.	Group research Individual written report

## Suggested resources

### Books

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

Alpin S et al – *Edexcel GCSE Business Studies* (Philip Allan Updates, 2006) ISBN 9780340816578

Nutall C J – *Edexcel GCSE Business Studies* (Cambridge University Press, 2001) ISBN 9780521003643

### Websites

<a href="http://www.businessballs.com">www.businessballs.com</a>	Business Balls
<a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a>	Business Link
<a href="http://www.cabinetoffice.gov.uk/chartermark/criteria.aspx">www.cabinetoffice.gov.uk/chartermark/criteria.aspx</a>	Cabinet Office – CharterMark criteria
<a href="http://www.investorsinpeople.co.uk">www.investorsinpeople.co.uk</a>	Investors in People
<a href="http://www.sportsbusinessdaily.com">www.sportsbusinessdaily.com</a>	Sports Business Daily
<a href="http://www.sportsbusinessjournal.com">www.sportsbusinessjournal.com</a>	Sports Business Journal

# Unit 20: Planning and Running a Sports Event

Level:	<b>2</b>
Notional Learning Hours:	<b>100 (including 60 GLH)</b>
Unit value (NLH/10):	<b>10</b>
SRF unit code:	<b>20772G</b>

**This unit is internally assessed**

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## Unit aim

This unit gives learners the opportunity to be involved in the planning, organising and running of a sports event.

## Unit introduction

For many leisure and recreation providers, event planning and management is a major undertaking that requires staff teams to work together in order to meet participant or customer needs. The aim of this unit is to develop learner knowledge and skills so they can effectively plan, implement and review a sports event of their choice. This unit will be particularly relevant to learners who aspire to work in the sport and leisure industry and related areas.

The first part of the unit will give learners the opportunity to take part in planning a sports event. They will investigate all aspects of planning a variety of sports events before applying this knowledge to plan their own event.

The 'event' will be a small-scale, one-off event that requires a significant amount of planning and organisation over a period of time. The type of event may include a sports competition or activity day. Alternatively, an event may be generated specifically for this unit, such as the organisation of an educational sports event, a summer sports training camp or a sports charity dinner/fundraiser.

After undertaking the planning process, learners will have the opportunity to participate in the running of the actual event, enabling them to put their planning into practice.

Throughout the unit learners will be able to develop their individual roles as well as being part of a team. They will need to keep records of meetings, consider the problems that may arise and suggest how to respond to them.

For the final part of the unit, learners will need to review the success of the event using feedback and information collected from all of those involved, including peers, the tutor, customers and participants.

## **Outcomes of learning**

On completion of this unit a learner should:

- 1 Be able to plan a sports event
- 2 Be able to contribute to the organisation of a sports event
- 3 Be able to contribute to the running of a sports event
- 4 Be able to review the success of a sports event.

## Assessment and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the outcomes of learning for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
P1 Produce a plan for a chosen sports event, outlining the planning process to meet given participant or customer requirements	M1 Produce a plan independently for a chosen sports event, explaining the planning process to meet given participant or customer requirements	
P2 Contribute effectively to the organisation of a chosen sports event		
P3 Contribute effectively to the running of a chosen sports event		
P4 Design and use methods for collecting feedback on the success of a sports event		
P5 Assess feedback received, identifying strengths and areas for improvement	M2 Assess feedback received, evaluating strengths and areas for improvement, providing recommendations for future events	D1 Assess feedback received, analysing strengths and areas for improvement, justifying recommendations for future events

## Unit content

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### 1 Be able to plan a sports event

Planning process:

- nature of event (type, size, aims and objectives, location)
- target audience
- timings
- identifying resources
- staffing
- budget
- costings
- constraints
- contingency planning
- identifying roles and responsibilities
- meetings (frequency, documentation, records)
- risk assessment
- disclaimers/informed consent
- first aid procedures
- promotional activities
- method(s) for event evaluation
- personal diary (log of notes, record of team meetings, meeting outcomes, actions arising)

Sports event:

- e.g. sports competitions, sports activity day, summer training camp, educational event, sports charity dinner/fundraiser, community-based event, indoor event, outdoor event

### 2 Be able to contribute to the organisation of a sports event

Participant or customer requirements:

- event type
- aims and objectives, e.g. fundraising, providing information, education, raising awareness, health, fitness, wellbeing
- participant or customer needs and satisfaction

Organisation:

- resources, e.g. venue, finance, transport, staffing, equipment, information, catering, entertainment; participation (roles, responsibilities, teamwork, meetings, communication)
- health and safety
- contingencies, e.g. weather, accident, change in numbers, staff shortages, equipment not arriving

### **3 Be able to contribute to the running of a sports event**

Setting up:

- e.g. signs, sports equipment, entertainment, food and drink service areas, other equipment, e.g. seating areas

During event:

- e.g. responding to unexpected occurrences, food and drink service, meeting customer requests, instructing, officiating, monitoring, supervising

Setting down:

- e.g. sports equipment, waste disposal, signs

### **4 Be able to review the success of a sports event**

Methods for collecting feedback:

- documentation, e.g. questionnaires, observation sheets, witness statements, customer comment cards

Review:

- sources of feedback, e.g. self, team, assessor, participants, customers

Success:

- against aims and objectives
- against budget
- deviation from plans
- strengths and areas for improvement
- recommendations for future events



## Information for delivery staff

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### Essential requirements

It is essential that all learners have the opportunity to take part in planning and running a suitable sports event.

Resources will depend largely on the type of event and this could vary greatly from centre to centre.

### Employer engagement and vocational contexts

Visits from personnel with technical event management expertise would give learners an insight into the planning process and examples of events which have been organised locally. Developing sport and leisure industry links would enhance delivery of this unit.

### Delivery guidance

The purpose of this unit is to develop learner understanding of event planning and their own planning and organisational skills, by working as a team and taking individual responsibility for specific tasks. In order to successfully achieve this unit, learners must be given the opportunity to plan, organise and run a sports event of a suitable type, size and complexity. Although learners will work in a group to achieve this, tutors must take care to ensure that each learner produces sufficient individual evidence to meet the assessment and grading criteria. Evidence for this is likely to take the form of a learner portfolio supported by checklists, observation records and witness statements.

This unit is predominately practical in nature and should be delivered so that learners have maximum opportunities to take responsibility and ownership for planning and running a sports event. Learners should work in small teams or groups to plan and deliver their event, although the review and evaluation of the event should be undertaken individually. It is extremely important that each individual member of the team provides sufficient evidence to meet the assessment and grading criteria, and that achievement is supported, where appropriate, by witness testimony or observation records provided by the tutor.

Before they start to look at their own event, learners will need input on the processes involved in planning an event. In planning the event, learners will be expected to keep ongoing records of meetings where the planning process has been discussed, roles and responsibilities identified, and progress monitored. Learners should be encouraged to consider problems and issues that might arise, and make suggestions for responding to these. Learners must also give due consideration to the health and safety issues associated with running the chosen event and ensure that the health, safety and welfare of participants or customers is ensured throughout.

When delivering the planning process tutors could encourage learners to investigate the planning of local events, such as a school sports day or a summer fete. Visits to local hotels, function suites or leisure centres could provide a valuable insight into the planning involved in organising conferences or other events such as weddings and company dinner/dances. Visiting events in the early stages of the unit may help when learners are investigating the requirements of the event planning process. Guest speakers, such as event organisers from local industry, could be invited to talk to learners about the intricacies of the event planning process. Learners can use and apply this knowledge to assist the planning and actual running of their sports event.

For this unit, the event should be a 'one-off' which requires a significant amount of planning, for example, between 8 and 12 weeks, and which the tutor regards as being appropriate in size, type and complexity. Suggested events include sports competitions, sports activity day, summer training camp, educational event or a sports charity dinner/fundraiser.

The tutor must take overall responsibility for the event but learners should take responsibility for their own roles and individual responsibilities as identified in the planning process. Learners will need to contribute to the running of the event – i.e., setting up, during event and setting down. Communication is vital in the event planning process and each learner should be expected to keep a diary or log of the stages involved in the process, including notes and/or minutes taken at more formal team planning meetings.

Finally, learners will need to review the success of the sports event. They may choose to design a customer comment card and collect feedback from customers or participants, as well as other team members and their tutor. The feedback can be collected by the team or group that they have worked with, but the review of the feedback must be undertaken individually. The tutor should also complete an observation record to confirm the criteria met/not met. Before learners produce their personal evaluation of the sports event, it would be useful for the tutor to arrange a formal de-brief session.

### Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

<b>Topic and suggested assignments/activities/assessment</b>
Tutor overview of the unit.
<b>Assignment 1: Planning a Sports Event (P1, M1)</b>
Tutor introduces the assignment brief.
Tutor input and group discussion: types of sports events. Organisation of learners into small teams/groups.
Team meeting 1: learners work in their teams to discuss the planning process. Minutes recorded.
Guest speaker: leisure centre manager – organising a sports event and the key features of event management. Includes time for questions.
Team meeting 2: learners work in their teams to discuss the planning process. Minutes recorded.
Preparation of the learner's personal diary and portfolio of evidence. Learner activity.
Formal lecture: budgets and costings. Includes learner activity focusing on budgets.
Group discussion: contingency planning and health and safety considerations. Includes time for learners to prepare disclaimers.
Team meeting 3: learners work in their teams to discuss the planning process. Minutes recorded. Includes time for learners to update their personal diary and maintain their portfolio of evidence.

<b>Topic and suggested assignments/activities/assessment</b>
Group visit to local wedding, fayre or sports conference.
Team meeting 4: learners work in their teams to discuss the planning process. Minutes recorded. Includes time for learners to update their personal diary and maintain their portfolio of evidence.
Organising resources for the event: learner activity in teams.
Preparing promotional materials: learner activity in teams.
Team meeting 5: learners work in their teams to discuss the planning process. Minutes recorded. Includes time allocated for learners to update their personal diary and maintain their portfolio of evidence.
Interactive lecture and group discussion: methods for collecting feedback.
Team meeting 6: learners work in their teams to discuss the planning process and prepare methods for collecting feedback. Minutes recorded. Includes time for learners to update their personal diary and maintain their portfolio of evidence.
<b>Assignment 2: Running a Sports Event (P2, P3, P4, P5, M2, D1)</b>
Tutor introduces the assignment brief.
Running a sports event: learners work in their teams to deliver the sports event. Includes time to collect feedback.
Tutor-led de-brief following delivery of sports event.
Team meeting 7: learners work in their teams to discuss and review the feedback collected. Minutes recorded. Includes time for learners to update their personal diary and maintain their portfolio of evidence.
Learner activity – individual review of the sports event.
Learner activity in teams – preparation of group presentation to review the sports event.
Learner group presentations: event review.
Review of unit.

## Assessment guidance

For P1, learners need to produce a plan for their chosen sports event which outlines the planning process. The plan must include how they intend to meet the event aims and objectives and ensure the health, safety and welfare of participants or customers throughout. The plan must also include what promotional activities will be produced to promote the event and how the event will be reviewed and evaluated.

For P2, learners must show evidence of their contribution to organising their event. This may be a diary or log. An observation record must be completed by the tutor to support achievement.

For P3, learners must produce evidence to show they have contributed to and participated in the running of an event. The evidence should include records of meetings or task sheets produced before the event, together with witness statements and observation records from the tutor showing that the learner has been involved in all stages of the event; during setting up, during the event and during setting down.

For P4 and P5, learners must decide how they are going to review and evaluate their sports event and its success. They will need to have evidence of designing various methods of collecting feedback, for example, customer comment cards and feedback forms, to be used with participants, customers, other team members and the tutor. Learners must also show that they have collected feedback following the event, a witness statement provided by the tutor could confirm this. Although learners may collect feedback as part of a team or group, each member should produce an individual evaluation of the sports event with suitable recommendations for improvement. The evaluation may be documented, or learners could meet this criterion by presenting an individual review identifying strengths and areas for improvement.

For M1, which links to P1, learners must provide their plan and an explanation of the planning process. For M2, which links to P5, learners must review in detail the feedback received, producing an evaluation of the strengths and areas for improvement. Learners should provide recommendations for organising future sports events.

For D1, which builds on M2, learners must collate all the feedback collected, summarise it, and analyse the strengths of the event and areas for improvement. Learners should justify their recommendations for future sports events, providing reasons and/or evidence to support their statements.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any suggested assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Planning a Sports Event	Learners work in teams or small groups to plan a sports event of their choice.	Individual written plan and group presentation Witness testimony
P2, P3, P4, P5, M2, D1	Running a Sports Event	Learners work in teams or small groups to deliver a sports event of their choice.	Portfolio of evidence, practical observation and individual presentation reviewing event success Observation records

## Suggested resources

### Books

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846907173

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

Allen M B – *Sports Exercise and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc, 2005) ISBN 9781563088193

Graham S – *Ultimate Guide to Sport Event Management and Marketing* (Irwin Prof, 1995) ISBN 9780786302444

Hoyle L H – *Event Marketing: How to Successfully Promote Events, Festivals, Conventions and Expositions – Wiley Events Management Series* (John Wiley & Sons, 2002) ISBN 9780471401797

Shone A and Parry B – *Successful Event Management* (Thomson Learning, 2004) ISBN 9781844800766

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

Westerbeek H et al – *Managing Sports Facilities and Major Events* (Allen & Unwin, 2005) ISBN 9781741141948

### Journal

*International Journal of Sport Management and Marketing*

### Websites

<a href="http://www.bases.org.uk">www.bases.org.uk</a>	British Association of Sport and Exercise Sciences
<a href="http://www.sportengland.org">www.sportengland.org</a>	Sport England
<a href="http://www.sportscoachuk.org">www.sportscoachuk.org</a>	Sports Coach UK
<a href="http://www.sportsmanagement.co.uk">www.sportsmanagement.co.uk</a>	Sports Management
<a href="http://www.topendsports.com">www.topendsports.com</a>	Top End Sports
<a href="http://www.uksport.gov.uk">www.uksport.gov.uk</a>	UK Sport
<a href="http://www.sport.ox.ac.uk">www.sport.ox.ac.uk</a>	University of Oxford Sport

# Annexe

## Annexe A: Calculation of the qualification grade

### Generic examples of calculation of the qualification grade above pass grade

Pearson will automatically calculate the qualification grade for learners when unit grades are submitted by the centre.

The two tables below (which are also included in *Section 5: Assessment and grading*) are used to calculate the qualification grade above pass. The generic examples that follow the tables demonstrate how the tables are used.

### Points available per unit value at specified unit grades and levels

The table below shows the number of points scored per unit value at the unit level and grade.

Unit level	Points per unit value		
	Pass	Merit	Distinction
Level 1	3	4	5
<b>Level 2</b>	<b>5</b>	<b>6</b>	<b>7</b>
Level 3	7	8	9

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit or distinction or distinction\* grade.

### Qualification grade

Qualification	Points range above pass grade		
	Merit	Distinction	Distinction*
Pearson BTEC International Level 2 Certificate	85–94	95–99	100 and above
Pearson BTEC International Level 2 Extended Certificate	170–189	190–199	200 and above
Pearson BTEC International Level 2 Diploma	340–379	380–399	400 and above

### Generic examples

Please note the following examples are generic and are not based on the units included in this specification.

### Generic example 1

#### Achievement of pass qualification grade

A learner completing a Pearson BTEC International Level 2 Certificate, qualification value of 15, achieves the points required to gain a pass qualification grade and does not achieve the points to gain a merit grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Pass	5	$5 \times 5 = 25$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Merit	6	$5 \times 6 = 30$
<b>Qualification grade totals</b>		<b>15</b>	<b>Pass</b>		<b>80</b>

### Generic example 2

#### Achievement of merit qualification grade

A learner completing a Pearson BTEC International Level 2 Certificate, qualification value of 15, achieves the points required to gain a merit qualification grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Pass	5	$5 \times 5 = 25$
Unit 2	2	5	Merit	6	$5 \times 6 = 30$
Unit 3	2	5	Merit	6	$5 \times 6 = 30$
<b>Qualification grade totals</b>		<b>15</b>	<b>Merit</b>		<b>85</b>

### Generic example 3

#### Achievement of distinction qualification grade

A learner completing a Pearson BTEC International Level 2 Certificate, qualification value of 15, achieves the points required to gain a distinction qualification grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Merit	6	$5 \times 6 = 30$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
<b>Qualification grade totals</b>		<b>15</b>	<b>Distinction</b>		<b>95</b>



#### Generic example 4

##### Achievement of merit qualification grade

A learner completing a Pearson BTEC International Level 2 Extended Certificate, qualification value of 30, achieves the points required to gain a merit qualification grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Unit 6	2	10	Pass	5	$10 \times 5 = 50$
Unit 8	3	5	Pass	7	$5 \times 7 = 35$
<b>Qualification grade totals</b>		<b>30</b>	<b>Merit</b>		<b>175</b>

#### Generic example 5

##### Achievement of merit qualification grade


A learner completing a Pearson BTEC International Level 2 Diploma, qualification value of 60, achieves the points required to gain a merit qualification grade.

	Level	Unit value	Grade	Grade points	Points per unit = unit value x grade points
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Unit 6	2	10	Merit	6	$10 \times 6 = 60$
Unit 9	1	5	Merit	4	$5 \times 4 = 20$
Unit 10	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	2	10	Merit	6	$10 \times 6 = 60$
Unit 14	2	10	Merit	6	$10 \times 6 = 60$
<b>Qualification grade totals</b>		<b>60</b>	<b>Merit</b>		<b>360</b>



For more information about Edexcel or BTEC qualifications from Pearson, visit [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk)

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