

NCFE

Active iQ

NCFE Active IQ Level 2 Certificate in Sport

QN: 601/3037/4

NCFE Active IQ Level 2 Diploma in Sport

QN: 601/3038/6



Qualification Specification

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Summary of changes

This section summarises the changes to this qualification specification since the last version.

Issue	Publication Date	Summary of amendments
v6.2	March 2021	Updates made to: <ul style="list-style-type: none">• section 2: Assessment and Quality Assurance - Band member descriptions changed• throughout document - NCFE contact details changed and all references to moderation amended to quality assurance
v6.3	January 2022	Paragraph added in regarding external quality assurance for graded qualifications .
v6.4	June 2022	Updates made to: <ul style="list-style-type: none">• entry requirements section – clarification as opposed to changes• assessment and moderation – assessment and evidence must be presented in English• Support handbook section - added
v6.5	April 2022	Duplicate information removed from grading descriptors in section 4. General spelling, grammar and formatting updates throughout.
v6.6	November 2026	Qualification title changed and template updated to new version. Qualification summaries added.

Section 1

Qualification overview

Qualification summary

Qualification title	NCFE Active IQ Level 2 Certificate in Sport
Ofqual qualification number (QN)	601/3037/4
Guided learning hours (GLH)	180
Total qualification time (TQT)	240
Credit value	24
Nested suite	<p>This qualification is part of a nested suite, including the following qualifications:</p> <ul style="list-style-type: none"> • NCFE Active IQ Level 2 Certificate in Sport (601/3037/4) • NCFE Active IQ Level 2 Diploma in Sport (601/3038/6)
Minimum age	Pre-16
Qualification purpose	<p>These qualifications will give learners the introductory skills to either start a career in sport or progress within employment in the sector. These qualifications can also prepare learners for further education and give a good introduction to the sport vocation.</p> <p>The following pathways are available for these qualifications:</p> <ul style="list-style-type: none"> • Sport, Exercise and Fitness (SEF) • Outdoors (OUT) • Working in Sport (WIS) • Sports Coaching (COA)
Grading	Not yet achieved/pass/merit/distinction
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Performance points	Please check the performance points data produced by the Department for Education (DfE) are available online.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 601/3037/4.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Qualification title	NCFE Active IQ Level 2 Diploma in Sport
Ofqual qualification number (QN)	601/3038/6
Guided learning hours (GLH)	290
Total qualification time (TQT)	420
Credit value	42
Nested suite	<p>This qualification is part of a nested suite, including the following qualifications:</p> <ul style="list-style-type: none"> • NCFE Active IQ Level 2 Certificate in Sport (601/3037/4) • NCFE Active IQ Level 2 Diploma in Sport (601/3038/6)
Minimum age	Pre-16
Qualification purpose	<p>These qualifications will give learners the introductory skills to either start a career in sport or progress within employment in the sector. These qualifications can also prepare learners for further education and give a good introduction to the sport vocation.</p> <p>The following pathways are available for these qualifications:</p> <ul style="list-style-type: none"> • Sport, Exercise and Fitness (SEF) • Outdoors (OUT) • Working in Sport (WIS) • Sports Coaching (COA)
Grading	Not yet achieved/pass/merit/distinction
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Performance points	Please check the performance points data produced by the Department for Education (DfE) are available online.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 601/3038/6.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate and Diploma in Sport.

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification, please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise these qualifications using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Active IQ Level 2 Certificate in Sport or NCFE Active IQ Level 2 Diploma in Sport.

About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are 601/3037/4 and 601/3038/6.

These qualifications may be eligible for funding. For further guidance on funding, please contact your local funding provider.

These qualifications are suitable for use within a Study Programme.

Things you need to know

Certificate

- Qualification number (QN): 601/3037/4
- Aim reference: 60130374
- TQT: 240
- Guided learning hours (GLH): 180
- Credit value: 24
- Level: 2
- Assessment requirements: internally assessed and externally quality assured portfolio of evidence

Diploma

- Qualification number (QN): 601/3038/6
 - Aim reference: 60130386
 - TQT: 420
 - Guided learning hours (GLH): 290
 - Credit value: 42
 - Level: 2
 - Assessment requirements: internally assessed and externally quality assured portfolio of evidence
-

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
 - an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.
-

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

Aims and objectives of these qualifications

These qualifications aim to:

- give learners the introductory skills and knowledge to start a career in sport or progress with employment in the sector
- prepare learners for higher or further education, through full-time or part-time study.

The objectives of these qualifications are to help learners to:

- choose a pathway and units that reflect their career or academic aspirations
 - enter employment in the sport and active leisure sector or to progress to higher or further education or onto the Level 3 Sport qualifications
 - gain and develop essential skills that are valued by employers and higher and further education institutions
 - develop knowledge and understanding of the vocational sector.
-

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
 - appropriate interpersonal skills
 - communicating with professional colleagues/peers and/or hierarchical seniors
 - supporting other aspiring employees
 - personal manners and deportment
 - understanding work practices and how different roles and departments function within an organisation.
-

Entry guidance

These qualifications are designed for learners aged pre-16 and above.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

There are no specific recommended prior learning requirements for these qualifications. However, learners may find it helpful if they've already achieved a Level 1 qualification.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy, and health and safety aspects of these qualifications.

Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving these qualifications

To be awarded the Level 2 Certificate or Diploma in Sport, learners are required to successfully complete a number of mandatory units and a number of optional units.

Learners must choose a pathway from the following 4 options:

- Pathway 1: Sport, Exercise and Fitness
- Pathway 2: Outdoors
- Pathway 3: Working in Sport
- Pathway 4: Sports Coaching

Pathway 1: Sport, Exercise and Fitness

To be awarded the Level 2 Certificate in Sport (Sport, Exercise and Fitness), learners are required to successfully complete **3 mandatory** units and **1 optional** unit.

To be awarded the Level 2 Diploma in Sport (Sport, Exercise and Fitness), learners are required to successfully complete **3 mandatory** units and **4 optional** units.

These qualifications consist of 3 **graded** mandatory units:

- Participating in sport (6 credits)
- Anatomy and physiology for exercise (6 credits)
- Introduction to healthy exercise and nutrition (6 credits)

and 19 **graded** optional units:

- Sports coaching (6 credits)
- Physical fitness and injuries in sport (6 credits)
- Developing sporting skills and tactical awareness (6 credits)
- Performance analysis for sport (6 credits)
- Psychology for sports performance (6 credits)
- Outdoor and adventurous activities (6 credits)
- Planning and running a sports event (6 credits)
- Understanding business in sport (6 credits)
- Lifestyle and the sports performer (6 credits)
- Sports volunteering (6 credits)
- Work experience in the sports industry (6 credits)
- Plan and set up an enterprising sport business (6 credits)
- Strength and conditioning training (6 credits)
- Development of personal fitness through training (6 credits)
- Introduction to sports massage (6 credits)
- Factors affecting participation in sport and physical activity (6 credits)
- Sport and society (6 credits)
- Preparing to work in the sport and leisure industry (6 credits)
- Plan, deliver and evaluate an activity session (6 credits)

Pathway 2: Outdoors

To be awarded the Level 2 Certificate in Sport (Outdoors), learners are required to successfully complete **3 mandatory** units and **1 optional** unit.

To be awarded the Level 2 Diploma in Sport (Outdoors), learners are required to successfully complete **3 mandatory** units and **4 optional** units.

These qualifications consist of 3 **graded** mandatory units:

- Participating in sport (6 credits)
- Outdoor and adventurous activities (6 credits)
- Leading an outdoor activity session (6 credits)

and 14 **graded** optional units:

- Physical fitness and injuries in sport (6 credits)
- Psychology for sports performance (6 credits)
- Expedition experience (6 credits)
- Promote outdoor activities (6 credits)
- Planning and running a sports event (6 credits)
- Understanding business in sport (6 credits)
- Sports volunteering (6 credits)
- Work experience in the sports industry (6 credits)
- Anatomy and physiology for exercise (6 credits)
- Introduction to healthy exercise and nutrition (6 credits)
- Development of personal fitness through training (6 credits)
- Introduction to sports massage (6 credits)
- Factors affecting participation in sport and physical activity (6 credits)
- Plan, deliver and evaluate an activity session (6 credits)

Pathway 3: Working in Sport

To be awarded the Level 2 Certificate in Sport (Working in Sport), learners are required to successfully complete **3 mandatory** units and **1 optional** unit.

To be awarded the Level 2 Diploma in Sport (Working in Sport), learners are required to successfully complete **3 mandatory** units and **4 optional** units.

These qualifications consist of 3 **graded** mandatory units:

- Participating in sport (6 credits)
- Understanding business in sport (6 credits)
- Preparing to work in the sport and leisure industry (6 credits)

and 15 **graded** optional units:

- Sports coaching (6 credits)
- Physical fitness and injuries in sport (6 credits)
- Performance analysis for sport (6 credits)
- Psychology for sports performance (6 credits)
- Outdoor and adventurous activities (6 credits)
- Planning and running a sports event (6 credits)
- Sports volunteering (6 credits)
- Work experience in the sports industry (6 credits)
- Plan and set up an enterprising sport business (6 credits)
- Anatomy and physiology for exercise (6 credits)
- Introduction to healthy exercise and nutrition (6 credits)
- Introduction to sports massage (6 credits)
- Factors affecting participation in sport and physical activity (6 credits)
- Sport and society (6 credits)
- Plan, deliver and evaluate an activity session (6 credits)

Pathway 4: Sports Coaching

To be awarded the Level 2 Certificate in Sport (Sports Coaching), learners are required to successfully complete **3 mandatory** units and **1 optional** unit.

To be awarded the Level 2 Diploma in Sport (Sports Coaching), learners are required to successfully complete **3 mandatory** units and **4 optional** units.

These qualifications consist of 3 **graded** mandatory units:

- Participating in sport (6 credits)
- Sports coaching (6 credits)
- Developing sporting skills and tactical awareness (6 credits)

and 15 **graded** optional units:

- Physical fitness and injuries in sport (6 credits)
- Performance analysis for sport (6 credits)
- Psychology for sports performance (6 credits)
- Planning and running a sports event (6 credits)
- Understanding business in sport (6 credits)
- Lifestyle and the sports performer (6 credits)
- Sports volunteering (6 credits)
- Work experience in the sports industry (6 credits)
- Plan and set up an enterprising sport business (6 credits)
- Anatomy and physiology for exercise (6 credits)
- Strength and conditioning training (6 credits)
- Introduction to healthy exercise and nutrition (6 credits)
- Development of personal fitness through training (6 credits)
- Introduction to sports massage (6 credits)
- Factors affecting participation in sport and physical activity (6 credits)
- Preparing to work in the sport and leisure industry (6 credits)
- Plan, deliver and evaluate an activity session (6 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 4.

To achieve the Level 2 Certificate and Diploma in Sport, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification.

These qualifications are graded. For further information about grading and submitting these grades to NCFE, please see Section 3.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification, but who have achieved at least one whole unit.

Pathways within these qualifications

When registering learners for these qualifications, centres should use the NCFE Active IQ qualification number followed by the relevant pathway code, for example 601/3037/4/SEF. As the chosen pathway will appear on the certificate, it is important that Tutors make clear to learners the specific pathway they will be registered against. Centres must carefully consider which pathway they want to register the learner onto, as the registration fee will be applied to each pathway.

The following pathways are available for these qualifications:

- Sport, Exercise and Fitness (SEF)
- Outdoors (OUT)
- Working in Sport (WIS)
- Sports Coaching (COA)

When completing the Certificate Claim Form, please use the Ofqual unit reference number (such as M/505/9936) to indicate which units the learners have achieved. The units within these qualifications cross over into the various pathways available and therefore do not follow the standard unit numbering of Unit 01, Unit 02 etc.

Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

Where the assessment guidance for a unit/qualification allows, it is essential that organisations wishing to operate an RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Progression opportunities

Learners who achieve these qualifications could progress to:

- Level 3 qualifications in Exercise and Fitness
- Level 3 qualifications in Activity Leadership
- Level 3 Certificate, Diploma or Extended Diploma in Sport

Learners can progress from a certificate to a diploma, but centres must carefully consider which qualification they want to register the learner onto, as the registration fee will apply to both qualifications.

Barred units, equivalencies and exemptions

These qualifications may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the [Ofqual Register of Regulated Qualifications](#) if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
 - have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
 - ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
 - implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
 - provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.
-

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of these qualifications must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Support for learners

Evidence and Grading Tracker

The Evidence and Grading Tracker can help learners keep track of their work. The Evidence and Grading Tracker can be downloaded free of charge from the NCFE website. You don't have to use this document - you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
 - advice on support mechanisms for learners who are experiencing difficulties with their studies
 - a mechanism for Assessors and Internal Quality Assurers to authenticate evidence and achievement for each unit.
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Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Customer Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Fees and Pricing

This document is published in the spring for the forthcoming academic year.

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

Materials to support the delivery of these qualifications can be downloaded free from the NCFE website.

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Links to National Skills Standards

For these qualifications we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

These qualifications can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills.

Section 5 shows how the units of these qualifications relate to the skills above.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

These qualifications have also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 5.

Section 2

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 2 Certificate and Diploma in Sport are internally assessed.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE

Unless otherwise stated in this specification, all learners taking these qualifications must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner is required to create a portfolio of evidence which demonstrates achievement of 100% of the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 4.

The main pieces of evidence for the portfolio could include (in no particular order):

- learner's proof of work
- Assessor observation – completed observational checklists and related action plans
- witness testimony
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL)

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of these qualifications. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria relating to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Supervision of learners

Assessors are expected to supervise and guide learners when carrying out work that is internally assessed.

Assessors should supervise the work carried out by learners to:

- monitor their progression
 - prevent plagiarism
 - ensure that any practical work is undertaken safely and in accordance with health and safety requirements
 - ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment
-

Supporting learners

Assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
 - help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
 - help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
 - motivate the learner to work consistently through the programme, including helping them work to deadlines
 - encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
 - provide reference material; however, model or worked answers should not be copied by the learner
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Validity and reliability of assessment

All assessments should be valid, reliable, fair and fit for purpose.

For knowledge- and understanding-based learning outcomes and assessment criteria:

- the assessment activities should be sufficiently separated from the teaching and learning activities to give confidence that the learner understands the subject matter. Assessment activities should be varied in context to ensure that learning is secure and transferable
- the assessment activities should be comparable from one instance to the next (for example, between Assessors in different classes, or from one week to the next within a class)
- Assessors should explain the purpose of the assessment and give the learner the opportunity to prepare for it

For skills-based learning outcomes and assessment criteria, the Assessor should set tasks that:

- permit and encourage authentic activities where the learner's own work can be clearly judged
- are accessible and likely to lead to objective assessment judgements
- encourage independent working and development of responsibility, including providing scope for achieving merit and distinction grades

Presenting evidence

Written work

Written work may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded evidence

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the External Quality Assurer.

The recorded evidence should allow the learner to demonstrate the assessment criteria clearly but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the External Quality Assurer will need to be able to see how each learner being assessed has contributed and met the assessment criteria.

To help our External Quality Assurers to identify clearly when a particular learner is performing/participating, we would recommend including the following information:

- the exact timing of the start and finish times so that the External Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable)

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the External Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

Venue: school hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – James Doyle (blonde hair, front of stage)

Drummer – Diana Nisbett

Guitar 1 – Deepak Lahiri (black hair, blue jumper)

Guitar 2 – Deb Antani (brown hair, left hand side)

Performance of XXX:

Lead male – Su Jin

Lead female – Maya Solomon

Choir:

Caterina Petracci (black hair, back row 3rd from left)

Leonard Kalyminiou (brown hair, back row 5th from left)

Luke Falconer (blonde hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Late submissions

Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed (and, where relevant, graded) by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Quality Assurers to ensure consistency with national standards. See the NCFE website for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally moderated, the grades should be submitted to NCFE. The first unit grades you submit for the qualification will trigger your first external quality assurance visit.

Following the external quality assurance visit the unit grades will either be accepted and banked by your External Quality Assurer or, if the External Quality Assurer disagrees with the grades, they will be rejected.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Quality Assurer, learners are permitted one opportunity to revise and redraft their work in order to achieve a higher grade. The additional work will need to be assessed, graded and internally moderated again, and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance.

Why would the unit grades be rejected by an External Quality Assurer?

This would occur if the External Quality Assurer did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In either case, the centre would be required to assess, grade and internally moderate all learners' work again.

Quality assurance

Quality assurance is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately

We do this through:

- internal quality assurance – which you carry out
- external quality assurance – which we carry out through our External Quality Assurers who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally moderated. See the guidance on sampling on the NCFE website. Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least twice a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurers details on registration of learners with NCFE.

External quality assurance

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

For further information on the responsibilities of Assessors and Internal and External Quality Assurers, please refer to NCFE's Customer Support Guide.

Section 3

Grading information

Grading information

Grading has been introduced to make sure that these qualifications reward learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit in these qualifications are graded using a structure of Not Yet Achieved, Pass, Merit, and Distinction. Due to the synoptic nature of these qualifications, the knowledge, understanding and skills developed are equally important throughout each unit, and therefore all units are weighted equally.

Grading internally assessed units

The grading descriptors for each graded internally assessed unit have been included in this qualification specification. Grading descriptors have been written for each assessment criterion in a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement in Section 6 of this qualification specification.

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the work must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the overall unit. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external quality assurance process. This is known as 'banking' units.

Awarding the final grade

The final grade for these qualifications will be aggregated by combining the grades achieved for each unit.

The final grade will be issued to the centre by NCFE.

The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction*.

A Distinction* grade will be awarded to learners who have consistently achieved a Distinction grade in every graded unit, demonstrating the learners' exceptional knowledge, understanding and skill at Level 2.

The tables below show how the accumulation of each unit grade is aggregated to form the overall qualification grade.

NCFE Active IQ Level 2 Certificate in Sport (601/3037/4)

Unit grades				Final grade
P	P	P	P	P
M	M	M	M	M
D	D	D	D	D*
P	P	P	M	P
P	P	P	D	P
P	M	M	M	M
M	M	M	D	M
P	D	D	D	D
M	D	D	D	D
P	P	M	M	M
P	P	D	D	M
M	M	D	D	D
P	P	M	D	M
P	M	M	D	M
P	M	D	D	M

NCFE Active IQ Level 2 Diploma in Sport (601/3038/6):

Unit grades							Final Grade
P	P	P	P	P	P	P	P
M	M	M	M	M	M	M	M
D	D	D	D	D	D	D	D*
P	P	P	P	P	P	M	P
P	P	P	P	P	P	D	P
P	P	P	P	P	M	M	P
P	P	P	P	P	M	D	P
P	P	P	P	P	D	D	P
P	P	P	P	M	M	M	P
P	P	P	P	M	M	D	P
P	P	P	P	M	D	D	M
P	P	P	P	D	D	D	M
P	P	P	M	M	M	M	M
P	P	P	M	M	M	D	M
P	P	P	M	M	D	D	M
P	P	P	M	D	D	D	M
P	P	P	D	D	D	D	M
P	P	M	M	M	M	M	M
P	P	M	M	M	M	D	M
P	P	M	M	M	D	D	M
P	P	M	D	D	D	D	M
P	P	D	D	D	D	D	M
P	M	M	M	M	M	M	M
P	M	M	M	M	M	D	M
P	M	M	M	M	D	D	M
P	M	M	M	D	D	D	M
P	M	M	D	D	D	D	M
P	M	D	D	D	D	D	D
P	D	D	D	D	D	D	D
M	M	M	M	M	M	D	M
M	M	M	M	M	D	D	M
M	M	M	M	D	D	D	M
M	M	M	D	D	D	D	D
M	M	D	D	D	D	D	D

Overall qualification grading descriptors

These grading descriptors should be used as a guide to show what we'd expect to see overall from a learner at each grade.

Not Yet Achieved
The learner will not have met all the assessment criteria and will not have enough work or evidence of progress available to allow a valid judgement to be made.
Pass
To achieve a Pass grade, the learner will be able to meet all the requirements as set out in the assessment criteria for each unit. The learner will make some effort to apply knowledge and will have a basic understanding of key concepts but may not be able to make links between them. The learner will have a general understanding of processes, resources, techniques and materials but there may be some minor errors or one major error in application. The learner's evidence will show some degree of planning, organisational and investigatory skills but may be lacking in structure. The learner will have shown that they can complete the tasks to the minimum standard.
Merit
To achieve a Merit grade, the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a good standard. The learner will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. The learner's evidence will show planning, organisation and investigatory skills in a clear and logical way. The learner will have been able to complete the tasks in a manner exceeding the minimum standard.
Distinction
To achieve a Distinction grade, the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a high standard. The learner will typically demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. The learner will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. The learner's evidence will make cross-curricular connections showing planning, organisation and investigatory skills in a well-structured and thorough way. The learner will have shown a high degree of motivation, ability and commitment and will have been able to complete the tasks effectively in a manner far exceeding the minimum standard.
Distinction*
The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work at the level of the qualification.

Whilst NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this qualification specification may be subject to change.

Section 4

Structure and content

Structure and content

This section provides details of the structure and content of these qualifications.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory or optional
- an indication of whether a unit is graded or not

Following the unit summary, there is detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment)
- grading descriptors

The regulators' regulated unit number is indicated in brackets for each unit (for example, M/100/7116).

For further information or guidance about these qualifications please contact our customer support team on 0191 239 8000.

Unit summaries

Participating in sport (M/505/9936)

This unit enables learners to develop their practical skills in sport through organising and participating in sports activities. Learners will work with others to plan a sports activity, participate in a sports activity and evaluate their own performance and the performance of others following the activity. The unit is underpinned by learners gaining the required knowledge and understanding of sport rules and regulations.

Guided learning hours: 50

Credit value: 6

Level: 2

This unit is **mandatory for all pathways**

This unit is **graded**

Anatomy and physiology for exercise (R/505/9959)

This unit will provide learners with an understanding of anatomy and physiology in the context of exercise. Learners will develop their knowledge of the structure and function of the body and how exercise impacts it. A range of learning outcomes cover the skeletal, muscular, respiratory, cardiovascular, nervous and energy systems.

Guided learning hours: 50

Credit value: 6

Level: 2

This unit is **mandatory for the Sport, Exercise and Fitness pathway**

This unit is **graded**

Introduction to healthy exercise and nutrition (M/505/9970)

This unit provides learners with an introduction to exercise and nutrition. Learners will explore the effects of exercise in the body, the components of fitness and different types of training and how specific populations (such as people aged 50+) should adhere to key safety guidelines. In addition, learners will consider the impact and importance of good nutrition and the health benefits related to this.

Guided learning hours: 50

Credit value: 6

Level: 2

This unit is **mandatory for the Sport, Exercise and Fitness pathway**

This unit is **graded**

Unit summaries (cont'd)

Outdoor and adventurous activities (T/505/9940)

In this unit, learners will consider the range of outdoor provision available to participate in and consider the health and safety requirements, environmental impact and risks associated with particular activities. Learners will be given the opportunity to participate in outdoor and adventurous activities, reviewing their own performance and the performance of others in a particular activity.

Guided learning hours: 50

Credit value: 6

Level: 2

This unit is **mandatory for the Outdoors pathway**

This unit is **graded**

Leading an outdoor activity session (R/505/9945)

In this unit, learners will have the opportunity to plan and lead an outdoor activity session. Learners will need to plan an outdoor activity session, considering timings, facilities/equipment, health and safety and session objectives. Through gaining an understanding of how to lead a session, learners will lead their session and follow the devised plan; ensuring participants meet the session objectives. Learners will review the session and consider future developments.

Guided learning hours: 50

Credit value: 6

Level: 2

This unit is **mandatory for the Outdoors pathway**

This unit is **graded**

Understanding business in sport (H/505/9948)

In this unit, learners will investigate the wide range of businesses within sport, looking at types of businesses, income generation and consumer spending. Learners will also consider the impact of sport-related businesses on society and the economy and develop a successful sports business.

Guided learning hours: 50

Credit value: 6

Level: 2

This unit is **mandatory for the Working in Sport pathway**

This unit is **graded**

Unit summaries (cont'd)

Preparing to work in the sport and leisure industry (Y/505/9977)

Within this unit, learners will gain an understanding of the sport and leisure industry and how to prepare themselves for work. Learners will develop their understanding of how to work with colleagues and customers and the safety aspects associated with working in the industry.

Guided learning hours: 50

Credit value: 6

Level: 2

This unit is **mandatory for the Working in Sport pathway**

This unit is **graded**

Sports coaching (T/505/9937)

This unit allows learners to develop their understanding of the roles and responsibilities of a sports coach, considering personal skills, coaching and communication techniques. Learners will have the opportunity to plan, deliver and evaluate their own coaching sessions within a sport/activity of their choice.

Guided learning hours: 45

Credit value: 6

Level: 2

This unit is **mandatory for the Sports Coaching pathway**

This unit is **graded**

Developing sporting skills and tactical awareness (D/505/9981)

This unit provides learners with the opportunity to develop their understanding of technical and tactical skills for a sport of their choice. There is an opportunity for learners to assess and analyse their own technical and tactical skills, along with the analysis of a professional sports person. Through analysis of their own performance, learners will develop a plan to improve their sports performance.

Guided learning hours: 50

Credit value: 6

Level: 2

This unit is **mandatory for the Sports Coaching pathway**

This unit is **graded**

Unit summaries (cont'd)

Physical fitness and injuries in sport (A/505/9938)

Within this unit, learners will understand the how the demands of sport impacts on the body, the risk associated with specific sports, common types of injuries caused within sport and ways to treat and recover from injury. Learners will have the opportunity to test and measure levels of fitness, develop a fitness programme to measure results of fitness training and monitor the effectiveness of the programme.

Guided learning hours: 40

Credit value: 6

Level: 2

This unit is **optional**

This unit is **graded**

Performance analysis for sport (H/505/8105)

In this unit, learners will gain an understanding of the benefits of performance analysis in sport, with ways to consider how physical, tactical, physiological and technical performance can be measured. In addition, learners will explore the use of technology to support the process of performance analysis. Learners will also be given the opportunity to conduct some analysis of sporting performance and provide feedback based on their findings.

Guided learning hours: 45

Credit value: 6

Level: 2

This unit is **optional**

This unit is **graded**

Psychology for sports performance (F/505/9939)

This unit provides learners with an introduction to sports psychology. Learners will develop their knowledge of the theory of motivation, aggression and strategies that help sports performers. There is an opportunity for learners to assess their own physiological skills and devise a programme to improve these.

Guided learning hours: 50

Credit value: 6

Level: 2

This unit is **optional**

This unit is **graded**

Unit summaries (cont'd)

Planning and running a sports event (D/505/9947)

Within this unit, learners will develop their understanding of the different types of sporting events and how events and competitions differ. This will be enhanced by learners having the opportunity to plan, organise, deliver and evaluate the success of the event.

Guided learning hours: 45

Credit value: 6

Level: 2

This unit is **optional**

This unit is **graded**

Lifestyle and the sports performer (K/505/9949)

This unit gives learners the opportunity to investigate the lifestyle of an elite athlete and how that person conducts themselves personally and professionally, within the media and through career progression. Focus will be given to learners developing their own career plan and have the opportunity to participate in a media interview.

Guided learning hours: 50

Credit value: 6

Level: 2

This unit is **optional**

This unit is **graded**

Sports volunteering (D/505/9950)

This unit allows learners to gain an understanding of the role of a sports volunteer and also actively take part in the role of a sports volunteer. Learners will look at the skills and qualities required to be a sports volunteer and the personal benefits gained from working within this type of role. Learners will look at the opportunities available for sports volunteering, work in the role of a sports volunteer, as part of a team, and evaluate their own performance in their role as a sports volunteer.

Guided learning hours: 35

Credit value: 6

Level: 2

This unit is **optional**

This unit is **graded**

Unit summaries (cont'd)

Work experience in the sports industry (J/505/9974)

This unit provides learners with the opportunity to research work experience opportunities within the sports industry. Research into the range of job opportunities within the sports industry will be completed, so appropriate jobs can be identified and applied for. Learners will be expected to apply for job opportunities and prepare for and attend an interview. Upon securing work experience learners will be expected to carry out and complete a sports-based project, reviewing the project upon completion.

Guided learning hours: 35

Credit value: 6

Level: 2

This unit is **optional**

This unit is **graded**

Plan and set up an enterprising sport business (J/505/9957)

This unit gives learners an insight into setting up a sport business and the opportunity to plan, set up and evaluate the success of their own enterprise. Learners will be expected to plan their business, considering resources, budget, funding and aims of the enterprise. Through the implementation of the plan, learners will have the opportunity to run their enterprise and evaluate success whilst considering areas for improvement.

Guided learning hours: 50

Credit value: 6

Level: 2

This unit is **optional**

This unit is **graded**

Strength and conditioning training (T/505/9968)

In this unit, learners will understand the physiology of strength and conditioning. Learners will explore the way the body responds to strength and conditioning, considering injury prevention, adaptations to training and ways to maximise sessions. Learners will have the opportunity to plan, lead and evaluate a strength and conditioning session for a specific sport.

Guided learning hours: 35

Credit value: 6

Level: 2

This unit is **optional**

This unit is **graded**

Unit summaries (cont'd)

Development of personal fitness through training (T/505/9971)

This unit will provide learners with an understanding of the fitness, training and psychological requirements of those who participate in specific sports, along with an understanding of barriers to participation in sport. It gives learners the opportunity to plan and implement their own fitness programme and to monitor and review their progress on the training programme.

Guided learning hours: 50

Credit value: 6

Level: 2

This unit is **optional**

This unit is **graded**

Introduction to sports massage (A/505/9972)

This unit introduces learners to sports massage at an entry level. Learners will develop their knowledge of anatomy and physiology in relation to sports massage, along with understanding the benefits, affects and ethical requirements for sports massage. Learners will be given the opportunity to assist with sports massage (alongside a qualified practitioner) and asked to identify advice and aftercare for clients.

Guided learning hours: 50

Credit value: 6

Level: 2

This unit is **optional**

This unit is **graded**

Factors affecting participation in sport and physical activity (F/505/9973)

In this unit, learners will investigate participation levels in sport and physical activity. Learners will be required to consider aspects such as age, gender and social inclusion, along with barriers to participation and how the national economy affects sports participation. Learners will explore how media and technology influence participation in sport and physical activity and understand why people do choose to participate.

Guided learning hours: 50

Credit value: 6

Level: 2

This unit is **optional**

This unit is **graded**

Unit summaries (cont'd)

Sport and society (H/505/8153)

This unit focuses on how sport has an impact on society, with learners gaining an understanding of how the UK has used sport to enhance society. Learners will look at the local, regional and national organisations responsible for promoting sport, how provision in the UK impacts on society and the barriers to participation. Learners will also research current issues within sport to gain an understanding of drugs in sport, match fixing and media influences in sport.

Guided learning hours: 52

Credit value: 6

Level: 2

This unit is **optional**

This unit is **graded**

Plan, deliver and evaluate an activity session (Y/505/9980)

This unit gives learners the opportunity to develop their skills as activity leaders/instructors. Learners will plan a session for an activity of their choice, considering facilities, participants, and safety aspects, along with how to adapt should any changes be required. Following the planning, learners will have the opportunity to deliver their session, evaluate the session and take feedback from participants.

Guided learning hours: 50

Credit value: 6

Level: 2

This unit is **optional**

This unit is **graded**

Expedition experience (A/505/9941)

This practical unit provides learners with the opportunity to gain some expedition experience, through understanding the key safety and environmental considerations and by taking part in a multiday expedition. Learners will plan an expedition. During the expedition, learners will demonstrate their expedition skills by using appropriate equipment, working as a team and assist as qualified leader/instructor in the leading of others during the expedition. Following the completion of the expedition learners will review their own performance and consider where they could improve in the future.

Guided learning hours: 50

Credit value: 6

Level: 2

This unit is **optional**

This unit is **graded**

Unit summaries (cont'd)

Promote outdoor activities (Y/505/9946)

This unit gives learners the opportunity to take part in the promotion of an outdoor activity. This will include understanding the structure of the outdoor industry, considering participation rates in activities, potential barriers and the organisations responsible for developing outdoor activities. Learners will look at ways to promote outdoor activities and how different media can be used. Learners will run a promotional campaign by planning and promoting an outdoor activity, producing a plan for implementation and marketing material. On completion of the campaign, learners will gather feedback on the success of the promotion and consider improvements for future campaigns.

Guided learning hours: 45

Credit value: 6

Level: 2

This unit is **optional**

This unit is **graded**

Introduction to healthy exercise and nutrition (M/505/9970)

This unit provides learners with an introduction to exercise and nutrition. Learners will explore the effects of exercise in the body, the components of fitness and different types of training and how specific populations (such as people aged 50+) should adhere to key safety guidelines. In addition, learners will consider the impact and importance of good nutrition and the health benefits related to this.

Guided learning hours: 50

Credit value: 6

Level: 2

This unit is **optional**

This unit is **graded**

Participating in sport (M/505/9936)

The learner will:

- 1 Be able to organise a sports activity

The learner can:

- 1.1 Explain the issues to consider when organising and taking part in sports
 - 1.2 Plan and organise with others a competitive sports activity
 - 1.3 Demonstrate the ability to work with others in planning and organising the sports activity
-

The learner will:

- 2 Be able to participate in a sports activity

The learner can:

- 2.1 Participate in the chosen sports activity
-

The learner will:

- 3 Be able to review participation in the sports activity

The learner can:

- 3.1 Review own participation in the sports activity, including areas for improvement
 - 3.2 Review the participation of others in the sports activity
-

The learner will:

- 4 Understand rules, regulations and the concept of fair play within sport

The learner can:

- 4.1 Describe the role of national governing bodies in regulating sport
- 4.2 Identify the roles and responsibilities of the:
 - sports official
 - umpire
 - referee
 - judge
 - scorer
- 4.3 Explain the meaning of 'fair play' and 'gamesmanship' in sport
- 4.4 Describe how technology can be used to aid officials in making decisions within sport
- 4.5 Identify rules for a chosen sport

Participating in sport (M/505/9936) (cont'd)

Assessment guidance

Types of evidence: session plans, Tutor observations, witness statements, video evidence

Assessment criteria: 1.1–1.3, 2.1

Additional information: To satisfy these assessment criteria, learners could produce session plans which demonstrate their ability to plan for a competitive sports activity. They should consider a range of factors as part of the planning process including aims and objectives of the activity, health and safety, participants, venue and timings. Assessor witness statements and video evidence could be used to identify how the learners communicated and worked with other members of the team during the planning and organising stage and how they participated in the sports activity.

Types of evidence: professional discussion, observation checklist, video evidence

Assessment criteria: 3.1, 3.2

Additional information: Learners can use observation checklists and/or video evidence to review their own performance and that of others participating in sport. This could be done by recording the session and watching the session on video. The checklist should consider both the learners' strengths and weaknesses. This could then form part of the professional discussion with the Assessor.

Types of evidence: session plans, Tutor observations, witness statements, video evidence

Assessment criteria: 4.1–4.5

Additional information: Learners could research and present the rules and regulations and the concept of fair play within sport. They will identify the role of the national governing bodies in devising the main rules, regulations and methods of scoring for the sports that they regulate. They need to identify the rules for a sport of their choice.

They will include the key officials and identify their main roles and responsibilities for the sport they officiate. Consideration will be given to how they apply and interpret the rules, control of participants and the use of technology and how it can be used to aid the decision-making process (AC4.4).

As part of their participation, they will explain what is mean by 'fair play' and 'gamesmanship' in sport (AC4.3). Learners should support their evidence with recent examples.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors – Participating in sport (M/505/9936)

Learning outcome 1 Be able to organise a sports activity

Learning outcome 2 Be able to participate in a sports activity

Learning outcome 3 Be able to review participation in the sports activity

Learning outcome 4 Understand rules, regulations and the concept of fair play within sport

Assessment criteria	Pass	Merit	Distinction
1.1 Explain the issues to consider when organising and taking part in sports	Learners will explain the issues to consider when organising and taking part in sports	Learners will give a detailed explanation of the issues to consider when organising and taking part in sports	Learners will give a comprehensive explanation of the issues to consider when organising and taking part in sports
1.2 Plan and organise with others a competitive sports activity	Learners will competently plan and organise a competitive sports activity	Learners can show confidence and initiative in planning and organising a competitive sports activity	Learners will skilfully plan and organise a competitive sports activity
1.3 Demonstrate the ability to work with others in planning and organising the sports activity	Learners will demonstrate the ability to effectively work with others in planning and organising the sports activity	Learners will demonstrate the ability to work confidently with others in planning and organising the sports activity	No distinction for this AC
2.1 Participate in the chosen sports activity	Learners will competently participate in the chosen sports activity	Learners will demonstrate initiative when participating in the chosen sports activity	Learners will skilfully and fluently participate in the chosen sports activity

Grading descriptors – Participating in sport (M/505/9936) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Review own participation in the sports activity, including areas for improvement	Learners will effectively review own participation in the sports activity including areas for improvement	Learners will give a detailed and coherent review of own participation in the sports activity including areas for improvement	Learners will complete a comprehensive and perceptive review of own participation in the sports activity including areas for improvement
3.2 Review the participation of others in the sports activity	Learners will effectively review the participation of others in the sport activity	Learners will give a detailed and coherent review of the participation of others in the sport activity	Learners will complete a comprehensive and perceptive review of the participation of others in the sport activity
4.1 Describe the role of national governing bodies in regulating sport	Learners will describe the role of national governing bodies in regulating sport	Learners will provide a detailed description of the role of national governing bodies in regulating sport. They will support their evidence with some obvious examples	Learners will provide a comprehensive description of the role of national governing bodies in regulating sport. They will support their evidence with some less obvious examples
4.2 Identify the roles and responsibilities of the sports official, umpire, referee, judge and scorer	Learners will identify the roles and responsibilities of the sports official, umpire, referee, judge and scorer	No merit for this AC	No distinction for this AC

Grading descriptors – Participating in sport (M/505/9936) (cont'd)

Assessment criteria	Pass	Merit	Distinction
4.3 Explain the meaning of 'fair play' and 'gamesmanship' in sport	Learners will explain the meaning of 'fair play' and 'gamesmanship' in sport	Learners will provide a detailed explanation of the meaning of 'fair play' and 'gamesmanship' in sport	Learners will provide a comprehensive explanation of the meaning of 'fair play' and 'gamesmanship' in sport
4.4 Describe how technology can be used to aid officials in making decision within sport	Learners will describe how technology can be used to aid officials in making decisions within sport	Learners will demonstrate a critical understanding of how technology can be used to aid officials in making decisions within sport. The reasons they provide will be realistic	Learners will provide a critical judgement of how technology can be used to aid officials in making decisions within sport. They will provide a convincing argument for the use of technology
4.5 Identify rules for a chosen sport	Learners will identify the rules for a chosen sport	No merit for this AC	No distinction for this AC

Anatomy and physiology for exercise (R/505/9959)

The learner will:

- 1 Know the structure and function of the skeletal system

The learner can:

- 1.1 Describe the structure and function of the skeletal system
 - 1.2 Describe the different types of joint and the movements allowed at each
-

The learner will:

- 2 Know the structure and function of the muscular system

The learner can:

- 2.1 Identify the major muscles of the body
 - 2.2 Describe the different types of muscle and muscle movements
-

The learner will:

- 3 Know the structure and function of the cardiovascular system

The learner can:

- 3.1 Describe the structure and function of the cardiovascular system
-

The learner will:

- 4 Know the structure and function of the respiratory system

The learner can:

- 4.1 Describe the structure and function of the respiratory system
-

Anatomy and physiology for exercise (R/505/9959) (cont'd)

The learner will:

- 5 Understand the nervous system and its relation to exercise

The learner can:

- 5.1 Describe the role and functions of the nervous system
 - 5.2 Describe the principles of muscle contraction
 - 5.3 Describe the all-or-none law/motor-unit recruitment
 - 5.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness
-

The learner will:

- 6 Understand energy systems and their relation to exercise

The learner can:

- 6.1 Describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate
 - 6.2 Explain the use of the three energy systems during aerobic and anaerobic exercise
-

Assessment guidance

Types of evidence: workbooks and diagrams

Assessment criteria: 1.1, 1.2, 2.1, 2.2, 3.1, 4.1

Additional information: A series of worksheets or a workbook could be used for learners to work through to meet these assessment criteria. Worksheets or workbooks must assess the learner's knowledge following any teaching/tutoring by the Assessor but should not be used as an activity during the delivery of knowledge.

Annotated diagrams can be used to show the main bones of the skeletal system and learners will provide a description and function of each. Learners will provide a classification of the different types of joint and what movement each one allows. Learners could take part in practical activities to identify the major muscles of the body and investigate the different types of muscle and how they work, for example, how some muscles work in antagonistic pairs.

Annotated diagrams could be used to demonstrate knowledge of the anatomical structure of the cardiovascular and respiratory systems. Learners will include a description of the function of each system alongside their diagrams.

To achieve the higher grades, learners must support their evidence with practical application to sport and exercise.

Types of evidence: presentation, assignment, professional discussion

Assessment criteria: 5.1–5.4

Additional information: Learners could work together to explore the nervous system to understand how it impacts upon sport and exercise. They could explain its role and function and describe how utilising it to its fullest extent is crucial to improvements in training. When considering the function of the nervous system, learners will describe principles of muscle contraction and the ‘all-or-none law’ or motor unit recruitment.

If the learning is presented as a group presentation this could be video recorded and supported by a witness statement in which the Assessor clearly identifies the individual contribution.

Anatomy and physiology for exercise (R/505/9959) (cont’d)

Types of evidence: report, assignment, presentation, fact sheet, booklet

Assessment criteria: 6.1, 6.2

Additional information: Learners could produce a report, presentation, fact sheet or booklet that considers three different energy systems and their relevance to aerobic and anaerobic exercise. It will include how carbohydrates, fats and proteins produce Adenosine triphosphate (ATP) and how these impact on the body when taking part in sport and exercise.

The types of evidence listed above are for guidance purposes only. Within learners’ portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors – Anatomy and physiology for exercise (R/505/9959) (cont'd)

Learning outcome 1 Know the structure and function of the skeletal system
 Learning outcome 2 Know the structure and function of the muscular system
 Learning outcome 3 Know the structure and function of the cardiovascular system
 Learning outcome 4 Know the structure and function of the respiratory system
 Learning outcome 5 Understand the nervous system and its relation to exercise
 Learning outcome 6 Understand energy systems and their relation to exercise

Assessment criteria	Pass	Merit	Distinction
1.1 Describe the structure and function of the skeletal system	Learners will describe the structure and function of the skeletal system	No merit for this AC	No distinction for this AC
1.2 Describe the different types of joint and the movements allowed at each	Learners will describe the different types of joint and the movements allowed at each	Learners will provide a detailed description of the different types of joint and the movements allowed at each. They will include some links to sport and exercise	Learners will provide a comprehensive description of the different types of joint and the movement allowed at each. Learners will demonstrate a thorough understanding by linking their explanations to sport and exercise
2.1 Identify the major muscles of the body	Learners will identify the major muscles of the body	No merit for this AC	No distinction for this AC
2.2 Describe the different types of muscle and muscle movements	Learners will describe the different types of muscle and muscle movements	No merit for this AC	No distinction for this AC

Grading descriptors – Anatomy and physiology for exercise (R/505/9959) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Describe the structure and function of the cardiovascular system	Learners will describe the structure and function of the cardiovascular system	Learners will provide a detailed description of the structure and function of the cardiovascular system. They will include some links to sport and exercise	Learners will provide a comprehensive description and explore the role of the cardiovascular system before, during and after taking part in sport and/or exercise
4.1 Describe the structure and function of the respiratory system	Learners will describe the structure and function of the respiratory system	Learners will provide a detailed description of the structure and function of the respiratory system	Learners will provide a comprehensive description and explore the structure and function of the respiratory system before, during and after taking part in sport and/or exercise
5.1 Describe the role and functions of the nervous system	Learners will describe the role and functions of the nervous system	Learners will provide a detailed description of the role and functions of the nervous system. They will include some links to sport and exercise	Learners will provide a comprehensive description of the role and functions of the nervous system. They will fluently link their evidence to sport and exercise
5.2 Describe the principles of muscle contraction	Learners will describe the principles of muscle contraction	No merit for this AC	No distinction for this AC
5.3 Describe the all-or-none law/motor-unit recruitment	Learners will describe the 'all-or-none law'/motor unit recruitment	No merit for this AC	No distinction for this AC
5.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness	Learners will describe how exercise can enhance neuromuscular connections and improve motor fitness	Learners will demonstrate a critical understanding of how exercise can enhance neuromuscular connections and improve motor fitness	Learners will demonstrate a thorough understanding of how exercise can enhance neuromuscular connections and improve motor fitness

Grading descriptors – Anatomy and physiology for exercise (R/505/9959) (cont'd)

Assessment criteria	Pass	Merit	Distinction
6.1 Describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate	Learners will describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate	Learners will show a critical understanding of how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate. They will include how these benefit participants taking part in sport and exercise	Learners will demonstrate a thorough understanding of how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate. They will skilfully link their explanations to how these benefit participants taking part in sport and exercise
6.2 Explain the use of the three energy systems during aerobic and anaerobic exercise	Learners will explain the use of the three energy systems during aerobic and anaerobic exercise	Learners will explain in detail the three energy systems during aerobic and anaerobic exercise. They will link their explanations to a range of different exercises from both categories	Learners will explore the use of the three energy systems during aerobic and anaerobic exercise. They will link their evidence to a wide range of different exercises from both categories

Introduction to healthy exercise and nutrition (M/505/9970)

The learner will:

- 1 Understand the effects of exercise on the body

The learner can:

- 1.1 Describe the health benefits of physical activity
 - 1.2 Describe the effects of exercise on the body, including:
 - cardiovascular and respiratory systems
 - skeletal system
 - muscular system
 - 1.3 Describe the effect following exercise on:
 - blood pressure
 - blood pooling
 - 1.4 Describe Delayed Onset of Muscle Soreness (DOMS)
-

The learner will:

- 2 Understand the components and principles of fitness

The learner can:

- 2.1 Describe the components of:
 - health-related fitness
 - skill-related fitness
 - 2.2 Explain the principles of training
 - 2.3 Describe different methods of training
 - 2.4 Describe the exercise and key safety guidelines for working with:
 - antenatal and postnatal clients
 - people aged 14–16
 - people aged 50+
-

The learner will:

- 3 Understand nutritional guidelines for different demographics

The learner can:

- 3.1 Outline nutritional and calorie intake recommendations for different age groups
 - 3.2 Identify key vitamins for different age groups
 - 3.3 Explain why people may have special dietary requirements
 - 3.4 Plan a balanced menu, including drinks and snacks for a specific demographic
 - 3.5 Explain reasons for selecting the meals and snacks
-

Introduction to healthy exercise and nutrition (M/505/9970) (cont'd)

The learner will:

- 4 Understand the health benefits of good nutrition

The learner can:

- 4.1 Identify health conditions that can be caused by poor nutrition
 - 4.2 Describe key healthy eating advice that underpins a healthy diet
 - 4.3 Explain the importance of adequate hydration
 - 4.4 Outline how public perception and the media can influence people's nutritional choices
 - 4.5 Describe reasons that can prevent people from choosing a balanced diet
-

Assessment guidance

Types of evidence: worksheets and portfolio

Assessment criteria: 1.1–1.4

Additional information: Learners could take part in a range of exercises to enable them to understand and describe the effects of exercise on the musculoskeletal, cardiovascular and respiratory systems. If they have access to a laboratory, they could generate evidence and collect information here on the effects of exercise on the musculoskeletal, cardiovascular and respiratory systems. The knowledge and understanding gained here will be helpful to learners when they describe the health benefits of physical activity. Results could be recorded. Learners will consider the effect following exercise of blood pressure and blood pooling usually caused by the sudden termination of exercise and Delayed Onset of Muscle Soreness. As part of their evidence, learners will include prevention measures to avoid these problems occurring.

Types of evidence: presentation, report, assignment

Assessment criteria: 2.1–2.4

Additional information: Learners could prepare and present evidence which identifies all the principles of training and at least five different methods of training and the impact they have on fitness. Learners should include a description of health and skill related fitness within this. Learners' evidence will include information that describes the key safety guidelines for working with antenatal and postnatal clients; people of ages 14-16 and those aged over 50. Evidence will be clearly linked to the different exercises each of these groups will participate in.

Introduction to healthy exercise and nutrition (M/505/9970) (cont'd)

Types of evidence: table and leaflet

Assessment criteria: 3.1–3.5

Additional information: Learners could present the nutritional guidelines in the form of a table that includes calorie intake and the key vitamins for different age groups. Dietary requirements could be identified against each group with justification for their inclusion.

A balanced menu could be presented in an information leaflet giving reasons for the foods selected. Consideration needs to be given to the age group selected and their dietary requirements.

Types of evidence: report, newspaper cuttings, video evidence, professional discussion

Assessment criteria: 4.1–4.5

Additional information: Learners could produce a report in which they discuss the health benefits of good nutrition. The wrong diet can lead to a range of health problems such as diabetes and should be identified by the learner. When describing key healthy eating they will consider ensuring that a diet includes the correct amount of starchy food, fruit and vegetables with the inclusion of fish as a meal option, as well as cutting down on things like saturated fat and salt. Reference could be made to the Eat Well plate to demonstrate what we should eat and what food group they have come from. The importance of adequate hydration will be explained and learners will link their explanations to sport.

Learners could link their evidence to newspaper and magazine cuttings to show the influence the media have on food choices. Another method is to analyse TV adverts in which sports stars are used to endorse food products and increase their appeal.

A professional discussion with the Assessor could be used to focus on the reasons that prevent people from choosing a balanced diet. Consideration should be given to personal and social factors, cost, busy lifestyle, family influences and people's attitudes to healthy eating.

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Grading descriptors – Introduction to healthy exercise and nutrition (M/505/9970)

Learning outcome 1 Understand the effects of exercise on the body

Learning outcome 2 Understand the components and principles of fitness

Learning outcome 3 Understand nutritional guidelines for different demographics

Learning outcome 4 Understand the health benefits of good nutrition

Assessment criteria	Pass	Merit	Distinction
1.1 Describe the health benefits of physical activity	Learners will describe the health benefits of physical activity	Learners will describe in detail the health benefits of physical activity	Learners will provide a comprehensive description of the health benefits of physical activity
1.2 Describe the effects of exercise on the body, including: <ul style="list-style-type: none"> cardiovascular and respiratory systems skeletal system muscular system 	Learners will describe the effects of exercise on the body including: <ul style="list-style-type: none"> cardiovascular and respiratory systems skeletal system muscular system 	Learners will provide a detailed description of the effects of exercise on the body. The information will show some understanding of the impact of exercise on all the systems	Learners will provide a comprehensive description of the effects of exercise on the body. Their evidence will explore all aspects of the impact of exercise on the different systems
1.3 Describe the effect following exercise on: <ul style="list-style-type: none"> blood pressure blood pooling 	Learners will describe the effect following exercise on: <ul style="list-style-type: none"> blood pressure blood pooling 	No merit for this AC	No distinction for this AC
1.4 Describe Delayed Onset of Muscle Soreness (DOMS)	Learners will describe Delayed Onset of Muscle Soreness (DOMS)	No merit for this AC	No distinction for this AC

Grading descriptors – Introduction to healthy exercise and nutrition (M/505/9970) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Describe the components of: <ul style="list-style-type: none"> • health-related fitness • skill-related fitness 	Learners will describe the components of health-related fitness and skill-related fitness	Learners will provide a detailed description of the components of health-related and skill-related fitness	Learners will provide a comprehensive description of the components of health-related and skill-related fitness
2.2 Explain the principles of training	Learners will explain the principles of training	No merit for this AC	No distinction for this AC
2.3 Describe different methods of training	Learners will describe different methods of training	Learners will provide a detailed description of a range of different methods of training	Learners will comprehensively describe different methods of training
2.4 Describe the exercise and key safety guidelines for working with: <ul style="list-style-type: none"> • antenatal and postnatal clients • people aged 14-16 • people aged 50+ 	Learners will describe the exercise and key safety guidelines for working with: <ul style="list-style-type: none"> • antenatal and postnatal clients • people aged 14-16 • people aged 50+ 	Learners will describe in detail the exercise and key safety guidelines for working with specific demographic groups	Learners will thoroughly describe the exercise and key safety guidelines for working with specific demographic groups

Grading descriptors – Introduction to healthy exercise and nutrition (M/505/9970) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Outline nutritional and calorie intake recommendations for different age groups	Learners will outline nutritional and calorie intake recommendations for different age groups	No merit for this AC	No distinction for this AC
3.2 Identify key vitamins for different age groups	Learners will identify key vitamins for different age groups	No merit for this AC	No distinction for this AC
3.3 Explain why people may have special dietary requirements	Learners will explain why people may have special dietary requirements	Learners will explain in detail why people may have special dietary requirements	Learners will thoroughly explain why people may have special dietary requirements
3.4 Plan a balanced menu, including drinks and snacks for a specific demographic	Learners will plan a balanced menu, including drinks and snacks for a specific demographic	Learners will plan a detailed balanced menu, including drinks and snacks for a specific demographic	Learners will thoroughly plan a balanced menu that is inventive and creative. They will explore the different requirements of a specific demographic
3.5 Explain reasons for selecting the meals and snacks	Learners will explain reasons for selecting the meals and snacks	Learners will explain in detail the reasons for selecting meals and snacks	Learners will thoroughly explain reasons for selecting meals and snacks
4.1 Identify health conditions that can be caused by poor nutrition	Learners will identify health conditions that can be caused by poor nutrition	No merit for this AC	No distinction for this AC

Grading descriptors – Introduction to healthy exercise and nutrition (M/505/9970) (cont'd)

Assessment criteria	Pass	Merit	Distinction
4.2 Describe key healthy eating advice that underpins a healthy diet	Learners will describe key healthy eating advice that underpins a healthy diet	Learners will describe in detail the key healthy eating advice that underpins a healthy diet	Learners will thoroughly describe the key healthy eating advice that underpins a healthy diet
4.3 Explain the importance of adequate hydration	Learners will explain the importance of adequate hydration	Learners will explain in detail the importance of adequate hydration. They will link their evidence to sport and exercise	Learners will thoroughly explain the importance of adequate hydration. Their evidence will provide an insight of how it links to different sporting situations
4.4 Outline how public perception and the media can influence people's nutritional choices	Learners will outline how public perception and the media can influence people's nutritional choices	No merit for this AC	No distinction for this AC
4.5 Describe reasons that can prevent people from choosing a balanced diet	Learners will describe reasons that can prevent people from choosing a balanced diet	Learners will provide a detailed description of the reasons that prevent people from choosing a balanced diet. Their information will be linked to a range of factors	Learners will provide a thorough description of reasons that prevent people from choosing a balanced diet. Their information will explore a wide range of factors

Outdoor and adventurous activities (T/505/9940)

The learner will:

- 1 Know the organisation and provision of outdoor and adventurous activities

The learner can:

- 1.1 Describe the organisation and provision of outdoor and adventurous activities
 - 1.2 Identify outdoor and adventurous activity providers
-

The learner will:

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

The learner can:

- 2.1 Describe the health and safety considerations associated with participation in outdoor and adventurous activities
 - 2.2 Produce a risk assessment for a selected outdoor and adventurous activity
 - 2.3 Describe environmental impacts associated with participation in outdoor and adventurous activities
-

The learner will:

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

The learner can:

- 3.1 Demonstrate techniques and skills appropriate to outdoor and adventurous activities
-

The learner will:

- 4 Be able to review performance in outdoor and adventurous activities

The learner can:

- 4.1 Review the performance of another individual participating in outdoor and adventurous activities, identifying strengths and areas for improvement
 - 4.2 Carry out a review of own performance in outdoor and adventurous activities, identifying strengths and areas for improvement
-

Outdoor and adventurous activities (T/505/9940) (cont'd)

Assessment guidance

Type of evidence: worksheets/workbooks

Assessment criteria: 1.1, 2.1–2.3, 3.1, 4.1, 4.2.

Additional information: A series of worksheets or a workbook could be developed for learners to work through and meet the assessment criteria within the learning outcomes for the unit. Worksheets or workbooks must assess the learner's knowledge following any teaching/tutoring by the Assessor, but should not be used as an activity during the delivery of knowledge.

Learners should be given the opportunity to identify two suitable outdoor adventurous activities to take part in. Centre resources or links to external providers must support this. Similarly, learners should have the opportunity to observe others taking part in outdoor and adventurous activities.

Types of evidence: report, information leaflet

Assessment criteria: 1.1, 1.2

Additional information: Learners could produce an information leaflet or write a report based on the types of organisations which provide outdoor and adventurous activities, these could be commercial companies, private organisations or local authorities. Within the evidence produced by the learner there must be details of the services and activities provided by two different organisations.

Assessment guidance

Types of evidence: learner report, risk assessment

Assessment criteria: 2.1–2.3

Additional information: To satisfy the assessment criteria within this learning outcome, a learner report on the health and safety factors relating to the two activities identified within learning outcome 1 could be produced.

This report could also include examples of the types of environmental impacts these activities have on the areas they take place.

A risk assessment that is specific to the two activities should be produced to meet 2.2.

Evidence for learning outcomes 1 and 2 could be combined into one learner report or information leaflet that contains all the necessary information required to meet the assessment criteria.

Outdoor and adventurous activities (T/505/9940) (cont'd)

Types of evidence: observation, witness statement

Assessment criteria: 3.1

Additional information: Learners must be given the opportunity to participate in outdoor and adventurous activities, consistent with the activities they have based the work produced for learning outcomes 1 and 2.

Assessor observation or a witness statement, from a suitable person, could be used to evidence the learners' participation in outdoor and adventurous activities.

Type of evidence: learner report

Assessment criteria: 4.1, 4.2

Additional information: A learner report that reflects on the performance of a peer or suitable agreed person participating in two outdoor adventurous activities.

A self-evaluation by the learner following their participation in outdoor adventurous should be included for 4. This must identify areas where the learner performed well, along with development points for future participation.

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Grading descriptors – Outdoor and adventurous activities (T/505/9940)

Learning outcome 1 Know the organisation and provision of outdoor and adventurous activities

Learning outcome 2 Know health and safety considerations and environmental impacts associated with participation in outdoor and adventurous activities

Learning outcome 3 Be able to demonstrate techniques and skills associated with selected outdoor and adventurous activities

Learning outcome 4 Be able to review performance in outdoor and adventurous activities

Assessment criteria	Pass	Merit	Distinction
1.1 Describe the organisation and provision of outdoor and adventurous activities	Learners will describe the organisation and provision of outdoor and adventurous activities	Learners will evaluate the difference and similarities in organisation and provision between two outdoor and adventurous activities	No distinction for this AC
1.2 Identify outdoor and adventurous activity providers	Learners will identify outdoor and adventurous activity providers	No merit for this AC	No distinction for this AC
2.1 Describe the health and safety considerations associated with participation in outdoor and adventurous activities	Learners will describe the health and safety considerations associated with participation in outdoor and adventurous activities	Learners will describe in detail the health and safety considerations associated with participation in outdoor and adventurous activities. They will include consideration to the resources and venue that will be used	Learners will provide a thorough description of the health and safety considerations associated with participation in outdoor and adventurous activities. They will explain what measures can be put in place to reduce any health and safety problems
2.2 Produce a risk assessment for a selected outdoor and adventurous activity	Learners will produce a risk assessment for a selected outdoor and adventurous activity	No merit for this AC	No distinction for this AC

Grading descriptors – Outdoor and adventurous activities (T/505/9940) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.3 Describe environmental impacts associated with participation in outdoor and adventurous activities	Learners will describe environmental impacts associated with participation in outdoor and adventurous activities	Learners will describe in detail the environmental impacts associated with participation in outdoor and adventurous activities. They will show some understanding of how the impacts can be alleviated	Learners will provide a comprehensive description of the environmental impacts associated with participation in outdoor and adventurous activities. They will show a thorough understanding of how the impacts can be alleviated
3.1 Demonstrate techniques and skills appropriate to outdoor and adventurous activities	Learners will demonstrate techniques and skills appropriate to outdoor and adventurous activities. They will require tutor support and prompting	Learners will demonstrate techniques and skills appropriate to outdoor and adventurous activities. They will not require any tutor support	No distinction for this AC
4.1 Review the performance of another individual participating in outdoor and adventurous activities, identifying strengths and areas for improvement	Learners will review the performance of another individual participating in outdoor and adventurous activities, identifying strengths and areas for improvement	No merit for this AC	No distinction for this AC
4.2 Carry out a review of own performance in outdoor and adventurous activities, identifying strengths and areas for improvement	Learners will carry out a review of own performance in outdoor and adventurous activities, identifying strengths and areas for improvement	Learners will evaluate a range of factors in their review of own performance in outdoor and adventurous activities. They will explain how they will build on identified strengths and make the necessary improvements to develop their skills and techniques in outdoor and adventurous activities	Learners will provide a justification for the factors that they include in their review. They will take into consideration their performance when participating in activities and feedback they have received from the tutors and peers when identifying strengths and areas for improvement

Leading an outdoor activity session (R/505/9945)

The learner will:

- 1 Know how to plan an outdoor activity session

The learner can:

- 1.1 Produce an outdoor activity plan which includes:
 - health and safety
 - use and types of equipment
 - facilities
 - objectives
 - 1.2 Describe the types of unforeseen circumstances that may occur and how to plan for these
-

The learner will:

- 2 Understand how to lead an outdoor activity session

The learner can:

- 2.1 Describe the welcome procedure at the start of an outdoor activity session
 - 2.2 Describe the key points for running an outdoor activity session
 - 2.3 Describe the levels of supervision that are appropriate to different activities
 - 2.4 Identify situations that require the assistance of the emergency services
 - 2.5 Explain the correct procedures for assisting injured people, with a clear indication of safe practices and own limitations
-

The learner will:

- 3 Be able to lead an outdoor activity session

The learner can:

- 3.1 Communicate the key points to participants before they begin the session
 - 3.2 Contribute to the running of the outdoor activity session
 - 3.3 Check progress against objectives, sequences and timings against activity plan
 - 3.4 Conclude the outdoor activity session
-

The learner will:

- 4 Know how to review an activity session

The learner can:

- 4.1 Review the outdoor activity session
- 4.2 Review own performance including strengths and areas for development
- 4.3 Identify any future actions required

Leading an outdoor activity session (R/505/9945) (cont'd)

Assessment guidance

Type of evidence: learner outdoor activity plan

Assessment criteria: 1.1

Additional information: Learners will produce two outdoor activity plans for two different outdoor and adventurous activities. They will cover health and safety, use and types of equipment, facilities required, objectives of the outdoor activity session and the timings of the session. Learners could also consider other areas of planning such as travel and associated costs. Learners should consider the types of unforeseen circumstances and how to plan for them. This should be included in the overall plan.

Types of evidence: report, presentation

Assessment criteria: 2.1–2.5

Additional information: Learners will understand how they can lead an outdoor activity session and the considerations involved in this. They will describe the welcome procedure and could consider introductions, location, timings for procedure and content to be covered. Key points for running a session could include start of activity, review points during activity and health and safety considerations. Learners will describe the levels of supervision that are appropriate to different activities – this could include specialist instructors if appropriate. Building on the plan produced in learning outcome 1, learners will identify situations that require the assistance of the emergency services and could consider all emergency services depending on the activities planned for.

Finally, learners will explain the correct procedure for assisting injured people. This information could be supplied in the form of a leaflet or poster, or learners could demonstrate correct procedures through simulated activities. Learners will be aware of their own limitations when assisting injured people and will provide a clear indication of safe practices.

Type of evidence: observation, witness statement, video of outdoor activity sessions

Assessment criteria: 3.1–3.4

Additional information: An Assessor observation of the learner leading two different activities, under tutor supervision, or a witness statement from a suitable person could be used as evidence for these assessment criteria. The observation must clearly show the learner communicating key points to participants before the session starts, contributing to the running of the session, checking progress against objectives, sequences and timings against the plan and concluding the outdoor activity session. Assessor observation could be supported by video evidence.

2 separate observations or witness statements, one for each activity, should be included.

Leading an outdoor activity session (R/505/9945) (cont'd)

Types of evidence: leadership logbook or diary

Assessment criteria: 4.1–4.3

Additional information: Learners could produce a leadership diary to enable them to review their performance and contribution to the planning and leading of outdoor and adventurous activities. The diary should contain reviews that clearly identify the two activities undertaken and identify their strengths and areas for improvement for the future.

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Grading descriptors – Leading an outdoor activity session (R/505/9945)

Learning outcome 1 Know how to plan an outdoor activity session

Learning outcome 2 Understand how to lead an outdoor activity session

Learning outcome 3 Be able to lead an outdoor activity session

Learning outcome 4 Know how to review an activity session

Assessment criteria	Pass	Merit	Distinction
1.1 Produce an outdoor activity plan which includes: <ul style="list-style-type: none"> health and safety use and types of equipment facilities objectives 	Learners will produce an outdoor activity plan which includes: <ul style="list-style-type: none"> health and safety use and types of equipment facilities objectives timings 	Learner will provide a detailed outdoor activity plan which includes: <ul style="list-style-type: none"> health and safety use and types of equipment facilities objectives timings All elements of the plan will be coherent and realistic	Learners will provide a comprehensive outdoor activity plan which includes: <ul style="list-style-type: none"> health and safety use and types of equipment facilities objectives timings It will be thorough and will show evidence of creativity
1.2 Describe the types of unforeseen circumstances that may occur and how to plan for these	Learners will describe the types of unforeseen circumstances that may occur and how to plan for these	Learners will provide a detailed explanation of unforeseen circumstances that may occur. They will justify how to plan for these	Learners will provide a comprehensive explanation of unforeseen circumstances. They will include an insight into how plan for these
2.1 Describe the welcome procedure at the start of an outdoor activity session	Learners will describe the welcome procedure at the start of an outdoor activity session	No merit for this AC	No distinction for this AC

Grading descriptors – Leading an outdoor activity session (R/505/9945) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.2 Describe the key points for running an outdoor activity session	Learners will describe the key points for running an outdoor activity session	No merit for this AC	No distinction for this AC
2.3 Describe the levels of supervision that are appropriate to different activities	Learners will describe the levels of supervision that are appropriate to different activities	Learners will provide a detailed description of the levels of supervision that are appropriate to different activities. Learners will show a clear understanding of the level of supervision required for a range of situations	Learners will provide a comprehensive description of the levels of supervision that are appropriate to different activities. Learners will include an insight into the level of supervision required for a wide range of situations
2.4 Identify situations that require the assistance of the emergency services	Learners will identify situations that require the assistance of the emergency services	No merit for this AC	No distinction for this AC
2.5 Explain the correct procedures for assisting injured people, with a clear indication of safe practices and own limitations	Learners will explain the correct procedures for assisting injured people, with a clear indication of safe practices and own limitations	No merit for this AC	No distinction for this AC
3.1 Communicate the key points to participants before they begin the session	Learners will communicate the key points to participants before they begin the session	Learners will communicate key points clearly and confidently to participants before they begin the session. The key points will be coherent and all participants will understand what is required of them	Learners will communicate key points fluently to participants before they begin the session. The key points will be convincing and all participants will understand what is required of them

Grading descriptors – Leading an outdoor activity session (R/505/9945) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.2 Contribute to the running of the outdoor activity session	Learners will contribute to the running of the outdoor activity session	Learners will confidently contribute to the running of the outdoor activity session	Learners will fluently contribute to the running of the outdoor activity session. The learner will demonstrate the ability to work skilfully with all participants
3.3 Check progress against objectives, sequences and timings against activity plan	Learners will check progress against objectives, sequences and timings against activity plan	No merit for this AC	No distinction for this AC
3.4 Conclude the outdoor activity session	Learners will conclude the outdoor activity session	Learners will conclude the outdoor activity session clearly and confidently	Learner will conclude the outdoor activity session fluently. They will demonstrate a high level of creativity in concluding the session
4.1 Review the outdoor activity session	Learners will review the outdoor activity session	No merit for this AC	No distinction for this AC
4.2 Review own performance including strengths and areas for development	Learners will review own performance including strengths and areas for development	Learners will provide a detailed review of own performance including an explanation of their strengths and methods by which they may improve their skills. They will justify the suggestions they have made	Learners will comprehensively review their own performance including strengths and areas for development. They will provide a critical judgement of the reasons they have included
4.3 Identify any future actions required	Learners will identify any future actions required as a result of the review	No merit for this AC	No distinction for this AC

Understanding business in sport (H/505/9948)

The learner will:

- 1 Understand the diversity of businesses in the sport sector

The learner can:

- 1.1 Identify income generating opportunities from sport
 - 1.2 Identify the variety of businesses in the sport sector
 - 1.3 Describe types of sports-related consumer spending
-

The learner will:

- 2 Understand the contribution of sports businesses to the economy and society

The learner can:

- 2.1 Identify sources of information relating to the performance of sports businesses
 - 2.2 Review the performance of a selected sports business, identifying strengths and areas for future development
 - 2.3 Describe how sports businesses contribute to the economy
 - 2.4 Describe how sports businesses contribute to wider society
-

The learner will:

- 3 Understand the factors that help to make a successful sports business

The learner can:

- 3.1 Describe the factors that affect the success of sports businesses
 - 3.2 Identify measures that indicate the success of sports businesses
 - 3.3 Explain the importance of analysing success of sports businesses
 - 3.4 Identify the skills needed for successful sports business operation
 - 3.5 Describe the business skills needed to support customers in the sport sector
 - 3.6 Describe the role of marketing within a sports business
-

Understanding business in sport (H/505/9948) (cont'd)

Assessment guidance

Types of evidence: assignment, presentation

Assessment criteria: 1.1–1.3

Additional information: Learners will identify income generating opportunities from sport and could consider opportunities locally, regionally or nationally. They will also identify the variety of businesses within the sports sector, for example public and private sports and leisure clubs. Learners will describe types of sports-related consumer spending which could include sports equipment and clothing; gyms and sports coaching, including those specialising in instructing children and even toddlers; sports nutrition and fortified/functional sports drinks; sporting holidays; exercise video games, such as Nintendo's Wii Sports.

Types of evidence: research, assignment

Assessment criteria: 2.1–2.4

Additional information: Learners could research sports businesses either locally, regionally or nationally to enable them to understand the contribution of sports business to the economy and society. Learners will identify sources of information relating to the performance of sports business (for example, sporting journals, internet, business publications and press, media). Learners will select a sports business and review its performance identifying strengths and areas for improvement. Learners may select any sports business, but they should be able to obtain sufficient information about it to ensure they can meet the requirements of the learning outcome.

Sports businesses can operate in local, regional, and national contexts. Learners will describe how sports businesses contribute to the economy and to wider society. They could consider this from a local, regional or national perspective.

Understanding business in sport (H/505/9948) (cont'd)

Types of evidence: case study, research, table

Assessment criteria: 3.1–3.6

Additional information: Learners will describe the factors that affect the success of sports businesses, which could include political, economic, social, technological and competitive factors.

Learners could present this information in a table and provide a supporting summary describing each factor. Learners will also identify measures that indicate success of the sports business.

Learners will explain the importance of analysing the success of a sports business and could provide examples of how this may be done. They will go on to identify the skills needed for a successful sports business operation and could consider the following skills: management and project management, organisational, marketing and selling and financial alongside specific sports skills. Learners should consider the business skills needed to support customers in the sport sector which could include: customer service, organisational, communications, planning and managing projects, marketing, product delivery and facilities management. Learners can describe other business skills which may be relevant to a specific sport.

Learners will describe the role of marketing within a sports business and could consider how a marketing strategy can help the sports business promote itself and increase sales. A marketing strategy could cover product marketing, pricing, service, retail, brand management, account-based marketing, segmentation and social marketing. The role of marketing and its strategy could be linked to other areas of the business such as finance and sales promotion.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors – Understanding business in sport (H/505/9948)

Learning outcome 1 Understand the diversity of businesses in the sport sector

Learning outcome 2 Understand the contribution of sports businesses to the economy and society

Learning outcome 3 Understand the factors that help to make a successful sports business

Assessment criteria	Pass	Merit	Distinction
1.1 Identify income generating opportunities from sport	Learners will identify income generating opportunities from sport	No merit for this AC	No distinction for this AC
1.2 Identify the variety of businesses in the sports sector	Learners will identify the variety of businesses in the sports sector	No merit for this AC	No distinction for this AC
1.3 Describe types of sports-related consumer spending	Learners will describe types of sports-related consumer spending	Learners will describe in detail types of sports-related consumer spending. They will support their evidence with a range of examples	Learners will provide a thorough description of the different types of sports-related consumer spending. They will support their evidence with a range of examples
2.1 Identify sources of information relating to the performance of sports businesses	Learners will identify sources of information relating to the performance of sports businesses	No merit for this AC	No distinction for this AC
2.2 Review the performance of a selected sport business, identifying strengths and areas for future development	Learners will review the performance of a selected sport business, identifying strengths and areas for future development	Learners will evaluate the performance of a selected sports business. They will identify how they can build upon the strengths of the sport business and provide ideas on how to address areas of weaknesses	Learners will analyse the performance of a selected sports business. They will include statistics to identify areas of strength and areas that could be improved in the future. They include some realistic recommendations for future development

Grading descriptors – Understanding business in sport (H/505/9948) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.3 Describe how sports businesses contribute to the economy	Learners will describe how sports businesses contribute to the economy	Learners will describe in detail how sports businesses contribute to the economy. They will support their evidence with statistics from easily found sources	Learners will thoroughly describe how sports businesses contribute to the economy. They will support their evidence with a range of statistics from a variety of sources
2.4 Describe how sports businesses contribute to wider society	Learners will describe how sports businesses contribute to wider society	Learners will explain how sports business can contribute to wider society. They will support their evidence with a range of examples from the sports industry	No distinction for this AC
3.1 Describe the factors that affect the success of sports businesses	Learners will describe the factors that affect the success of sports businesses	Learners will describe in detail a range of factors that affect the success of sports businesses. They will show some understanding of how the factors impact upon the success of sports businesses	Learners will describe a range of factors that affect the success of sports businesses. They will show a thorough understanding of how the factors impact upon the success of sports businesses
3.2 Identify measures that indicate the success of sports businesses	Learners will identify measures that indicate the success of sports businesses	No merit for this AC	No distinction for this AC
3.3 Explain the importance of analysing success of sports businesses	Learners will explain the importance of analysing success of sports business	No merit for this AC	No distinction for this AC
3.4 Identify the skills needed for successful sports business operation	Learners will identify the skills needed for successful sports business operation	No merit for this AC	No distinction for this AC

Grading descriptors – Understanding business in sport (H/505/9948) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.5 Describe the business skills needed to support customers in the sports sector	Learners will describe the business skills needed to support customers in the sports sector	No merit for this AC	No distinction for this AC
3.6 Describe the role of marketing within a sports business	Learners will describe the role of marketing within a sports business using examples from real situations	Learners will provide a detailed description of the importance of marketing within a sports business. They will provide some suggestions on how it can lead to an increase in business using examples from the sports industry	No distinction for this AC

Preparing to work in the sport and leisure industry (Y/505/9977)

The learner will:

- 1 Understand health, safety and security within a sport and leisure environment

The learner can:

- 1.1 Describe why it is important to provide a safe and secure environment
 - 1.2 Explain health and safety laws and regulations within the sport and leisure environment including:
 - employer's responsibilities
 - employee's responsibilities
 - 1.3 In a sport and leisure environment, identify:
 - security procedures
 - emergency procedures
-

The learner will:

- 2 Know how to work with colleagues and customers

The learner can:

- 2.1 Explain why it's important to form effective working relationships with colleagues and customers
 - 2.2 Explain the importance of managing behaviour without conflict
 - 2.3 Describe the importance of working within relevant codes of practice
-

The learner will:

- 3 Understand effective team work

The learner can:

- 3.1 Outline the importance of effective team work
 - 3.2 Describe how effective team work can benefit an organisation
 - 3.3 Identify why effective communication is important in an organisation
-

The learner will:

- 4 Understand customer services in an active leisure facility

The learner can:

- 4.1 Describe the importance of providing effective customer service
 - 4.2 Identify different ways of communicating with customers
 - 4.3 Describe common causes of customer complaints
 - 4.4 Describe how to deal with unhappy customers or complaints
-

Preparing to work in the sport and leisure industry (Y/505/9977) (cont'd)

The learner will:

- 5 Know how to handle equipment safely in a sports and leisure facility

The learner can:

- 5.1 Explain the importance of checking equipment before and after use
 - 5.2 Describe how to check equipment to ensure it is fit for purpose
 - 5.3 Describe the organisational procedure for handling and storing equipment
 - 5.4 Explain organisational procedure for reporting damaged equipment
-

Assessment guidance

Types of evidence: report, assignment, procedures

Assessment criteria: 1.1–1.3

Additional information: Learners need to understand health, safety and security within a sport and leisure environment. Learners will describe why it's important to provide a safe and secure environment. This could be related to a sport and leisure organisation that the learner is familiar with. Learners will understand and explain health and safety laws and regulations within the sport and leisure environment and could include legislation and regulations that apply to an organisation that they work for or are familiar with. Employer and employee responsibilities will be included. To add context to this, learners could visit or interview staff in local sport and leisure organisations to gain an understanding of the legislation and regulations that apply to the organisation. To understand security and emergency procedures, learners could draw on discussions with suitable organisations to achieve this requirement.

Types of evidence: professional discussions, report, assignment

Assessment criteria: 2.1–2.3

Additional information: Learners will know how to work with colleagues and customers. They will explain why it's important to form effective working relationships with colleagues and customers and could consider the benefits of this to both colleagues and customers. As part of this, learners could consider the impact of poor working relationships with customers and colleagues. The importance of managing behaviour without conflict will be explained and learners could be encouraged to role play scenarios that allow them to understand this. Learners will describe the importance of working with the relevant codes of practice and this will include any specific to the sport and leisure industry.

Preparing to work in the sport and leisure industry (Y/505/9977) (cont'd)

Types of evidence: witness observations, report, professional discussion

Assessment criteria: 3.1–3.3

Additional information: Learners will outline the importance of effective teamwork and, in order to understand this, learners could carry out practical activities where they can explore team working and identify how an effective team works and understand the impact of poor teamwork. Assessors could observe learners during a practical activity and discuss the importance of effective teamwork and how it can benefit an organisation. Assessors could record or write the learners' responses.

Assessors could use a practical approach to help learners understand and be able to identify why effective communication is important in an organisation. Learners could role play different scenarios where effective communication and poor communication is observed.

Types of evidence: professional discussion notes from group work or role play, witness observation

Assessment criteria: 4.1–4.4

Additional information: Assessors could provide opportunities for learners to role play different customer service situations that could be found in an active sport and leisure organisation. Assessors could use observation checklists to record learner performance during role play. Following practical activities, a group discussion could be held where learners will describe the importance of providing effective customer service, common causes of customer complaints and how to deal with unhappy customers or complaints.

Types of evidence: witness observations, professional discussion, notes on procedure

Assessment criteria: 5.1–5.4

Additional information: Learners will explain the importance of checking equipment before or after use. The learner can be assessed working with colleagues, for example setting up equipment to generate evidence for 5.1 and 5.2. Assessors could use questioning to assess the learner's understanding of the importance of checking equipment before and after use and describing how to check equipment to ensure it is fit for purpose. Learners will describe organisational procedures for handling and storing equipment and explain procedures for reporting damaged equipment. Learners may refer to the centre's procedures for these if they do not have access to a sport or leisure organisations' procedures for relating to equipment.

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Grading descriptors – Preparing to work in the sport and leisure industry (Y/505/9977)

Learning outcome 1 Understand health, safety and security within a sport and leisure environment

Learning outcome 2 Know how to work with colleagues and customers

Learning outcome 3 Understand effective teamwork

Learning outcome 4 Understand customer services in an active leisure facility

Learning outcome 5 Know how to handle equipment safely in a sports and leisure facility

Assessment criteria	Pass	Merit	Distinction
1.1 Describe why it is important to provide a safe and secure environment	Learners will describe why it is important to provide a safe and secure environment	Learners will clearly describe why it is important to provide a safe and secure environment	No distinction for this AC
1.2 Explain health and safety laws and regulations within the sport and leisure environment including: <ul style="list-style-type: none"> • employer's responsibilities • employee's responsibilities 	Learners will explain health and safety laws and regulations within the sport and leisure environment including: <ul style="list-style-type: none"> • employer's responsibilities • employee's responsibilities 	Learners will provide a detailed explanation of health and safety laws and regulations within the sport and leisure environment. They will provide examples of employer and employees responsibilities to support their work	Learners will provide a thorough explanation of health and safety laws and regulations within the sport and leisure environment. They will provide examples of employer and employees responsibilities to support their work
1.3 In a sport and leisure environment, identify: <ul style="list-style-type: none"> • security procedures • emergency procedures 	Learners will identify security and emergency procedures in a sport and leisure environment	No merit for this AC	No distinction for this AC
2.1 Explain why it's important to form effective working relationships with colleagues and customers	Learners will explain why it's important to form effective working relationships with colleagues and customers	Learners will explain in detail why it's important to form effective working relationships with colleagues and customers	No distinction for this AC

Grading descriptors – Preparing to work in the sport and leisure industry (Y/505/9977) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.2 Explain the importance of managing behaviour without conflict	Learners will explain the importance of managing behaviour without conflict	Learners will explain in detail the importance of managing behaviour without conflict	No distinction for this AC
2.3 Describe the importance of working within relevant codes of practice	Learners will describe the importance of working within relevant codes of practice	Learners will describe in detail the importance of working within relevant codes of practice	No distinction for this AC
3.1 Outline the importance of effective teamwork	Learners will outline the importance of effective teamwork	No merit for this AC	No distinction for this AC
3.2 Describe how effective teamwork can benefit an organisation	Learners will describe how effective teamwork can benefit an organisation	Learners will describe in detail how effective teamwork can benefit an organisation	Learners will thoroughly describe how effective teamwork can benefit an organisation
3.3 Identify why effective communication is important in an organisation	Learners will identify why effective communication is important in an organisation	No merit for this AC	No distinction for this AC
4.1 Describe the importance of providing effective customer service	Learners will describe the importance of providing effective customer service	Learners will describe in detail the importance of providing effective customer service	Learners will thoroughly describe the importance of providing effective customer service. They will support their work with examples

Grading descriptors – Preparing to work in the sport and leisure industry (Y/505/9977) (cont'd)

Assessment criteria	Pass	Merit	Distinction
4.2 Identify different ways of communicating with customers	Learners will identify different ways of communicating with customers	No merit for this AC	No distinction for this AC
4.3 Describe common causes of customer complaints	Learners will describe common causes of customer complaints	No merit for this AC	No distinction for this AC
4.4 Describe how to deal with unhappy customers or complaints	Learners will describe how to deal with unhappy customers or complaints	Learners will describe in detail how to deal with unhappy customers or complaints, and will support this with examples	No distinction for this AC
5.1 Explain the importance of checking equipment before and after use	Learners will explain the importance of checking equipment before and after use	No merit for this AC	No distinction for this AC
5.2 Describe how to check equipment to ensure it is fit for purpose	Learners will describe how to check equipment to ensure it is fit for purpose	Learners will provide a detailed description of how to check equipment to ensure it is fit for purpose	No distinction for this AC
5.3 Describe the organisational procedure for handling and storing equipment	Learners will describe the organisational procedure for handling and storing equipment	No merit for this AC	No distinction for this AC
5.4 Explain organisational procedure for reporting damaged equipment	Learners will explain organisational procedure for reporting damaged equipment	No merit for this AC	No distinction for this AC

Sports coaching (T/505/9937)

The learner will:

- 1 Understand the roles, responsibilities, techniques and skills of a sports coach

The learner can:

- 1.1 Describe the key roles and responsibilities of a sports coach
 - 1.2 Identify the skills required by a sports coach
 - 1.3 Describe different techniques a sports coach can use during coaching sessions
 - 1.4 Describe effective communication during a coaching session
-

The learner will:

- 2 Understand the technical process of coaching sports

The learner can:

- 2.1 Explain SMART targeting and how it is applied to sports coaching
 - 2.2 Explain the importance of:
 - skills and fitness
 - setting and reviewing aims and objectives
 - performance analysis
 - 2.3 Identify methods of recording performer progress
-

The learner will:

- 3 Know how to plan a sports coaching session

The learner can:

- 3.1 Identify the key components of a sports coaching session
 - 3.2 Develop aims and objectives for a sports coaching session
 - 3.3 Describe behaviour management strategies
 - 3.4 Outline psychological factors to consider when planning a sports coaching session
-

Sports coaching (T/505/9937) (cont'd)

The learner will:

- 4 Be able to deliver a sports coaching session

The learner can:

- 4.1 Deliver a sports coaching session demonstrating:
- technical correction
 - skill development
 - tactical development
 - fitness development
- 4.2 Feedback to participants during the coaching session
- 4.3 Use appropriate behaviour management strategies
-

The learner will:

- 5 Be able to review a sports coaching session

The learner can:

- 5.1 Evaluate a sports coaching session including:
- review against aims and objectives
 - own coaching performance
 - development areas
- 5.2 Create a personal action plan, using SMART targets for personal coaching improvement
-

Assessment guidance

Types of evidence: report, assignment

Assessment criteria: 1.1–1.4, 2.1–2.3

Additional information: Learners could produce a report or assignment that describes the key roles and responsibilities of a sports coach. They will explain the skills required including communication, analysing, evaluating and problem solving. Learners should include a description of the different techniques that could be used during coaching sessions.

The report or assignment will identify how sports coaches utilise the technical process to improve performance. This will include an explanation of setting of goals using SMART targets and how it is applied to sports coaching, an explanation of the importance of skills and fitness, setting and reviewing aims and objectives and performance analysis of the group including strengths and weaknesses, skills and tactics. Learners will identify different methods of recording performer progress as a result of sports coaching.

Learners will support their evidence with examples from different sports.

Sports coaching (T/505/9937) (cont'd)

Type of evidence: session plan

Assessment criteria: 3.1–3.4

Additional information: Learners will identify the key components of a sports coaching session, including session aims and objectives, content including warm up and cool down, health and safety factors including risk assessments and psychological factors (for example, motivation of participants and consideration of behaviour management strategies that may be required). To evidence this knowledge and understanding, learners should produce a session plan ensuring clear aims and objectives for the coaching session are developed and included. The session plan should also include a description of the behaviour management strategies that could be adopted within a sports coaching session. Learners will outline the psychological factors that should be considered when planning a sports coaching session. Learners will use the appropriate behaviour management strategies and should ensure these are clearly demonstrated.

Assessment guidance

Types of evidence: report, video analysis

Assessment criteria: 5.1–5.2

Additional information: Learners could use Assessor observation and video analysis to review their sports coaching session. Feedback from the participants is another valuable aid to evaluate the session. 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 sports coaches in the future. When suggesting targets for improvements, learners could produce a personal action plan using SMART targets and identify development opportunities such as coaching qualifications that they can take part in to improve their performance as a sports coach.

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Grading descriptors – Sports coaching (T/505/9937)

Learning outcome 1 Understand the roles, responsibilities, techniques and skills of a sports coach

Learning outcome 2 Understand the technical process of coaching sports

Learning outcome 3 Know how to plan a sports coaching session

Learning outcome 4 Be able to deliver a sports coaching session

Learning outcome 5 Be able to review a sports coaching session

Assessment criteria	Pass	Merit	Distinction
1.1 Describe the key roles and responsibilities of a sports coach	Learners will describe the key roles and responsibilities of a sports coach	Learners will show a critical understanding of the roles and responsibilities of a sports coach. They will support their evidence using examples of coaches from different sports	Learners will show a critical judgement of the roles and responsibilities of a sports coach. They will support their evidence using examples of coaches from different sports including some less obvious ones
1.2 Identify the skills required by a sports coach	Learners will identify the skills required by a sports coach	No merit for this AC	No distinction for this AC
1.3 Describe different techniques a sports coach can use during coaching sessions	Learners will describe different techniques a sports coach can use during coaching sessions	Learners will describe in detail the different techniques a sports coach can use during coaching session	Learners will provide an insight into the different techniques a sports coach can use during coaching session
1.4 Describe effective communication during a coaching session	Learners will describe effective communication during a coaching session	No merit for this AC	No distinction for this AC

Grading descriptors – Sports coaching (T/505/9937) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Explain SMART targeting and how it is applied to sports coaching	Learners will explain SMART targeting and how it is applied to sports coaching	Learners will provide a detailed explanation of SMART targeting and how it is applied to sports coaching	Learners will comprehensively explain SMART targeting and how it is applied to sports coaching
2.2 Explain the importance of: <ul style="list-style-type: none"> skills and fitness setting and reviewing aims and objectives performance analysis 	Learners will explain the importance of: <ul style="list-style-type: none"> skills and fitness setting and reviewing aims and objectives performance analysis 	Learners will justify the importance of skills and fitness, setting and reviewing aims and objectives and performance analysis. They will clearly link their explanations to a range of coaching sessions	Learners will provide convincing reasons of the importance of skills and fitness, setting and reviewing aims and objectives and performance analysis. They will clearly link their explanations to a wide range of coaching sessions
2.3 Identify methods of recording performer progress	Learners will identify methods of recording performer progress	No merit for this AC	No distinction for this AC
3.1 Identify the key components of a sports coaching session	Learners will identify the key components of a sports coaching session	Learners will provide a clear and coherent identification in which most of the key components will be included	Learners will provide a perceptive identification in which all the key components will be included
3.2 Develop aims and objectives for a sports coaching session	Learners will develop aims and objectives for a sports coaching session	Learners will use their own initiative to develop aims and objectives for a coaching session	Learners will be inventive when developing aims and objectives for a coaching session
3.3 Describe behaviour management strategies	Learners will describe behaviour management strategies	Learners will include a critical understanding of behaviour management strategies. They will link their suggestions to the coaching process	No distinction for this AC

Grading descriptors – Sports coaching (T/505/9937) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.4 Outline psychological factors to consider when planning a sports coaching session	Learners will outline psychological factors to consider when planning a sports coaching session	No merit for this AC	No distinction for this AC
4.1 Deliver a sports coaching session demonstrating: <ul style="list-style-type: none"> • technical correction • skill development • tactical development • fitness development 	Learners will deliver a sports coaching session demonstrating: <ul style="list-style-type: none"> • technical correction • skill development • tactical development • fitness development They will require some tutor support	Learners will confidently deliver a sports coaching session. They will work independently and use their own initiative to demonstrate technical correction, skill development, tactical development and fitness development	Learners will skilfully deliver a sports coaching session. They will work creatively to demonstrate technical correction, skill development, tactical development and fitness development
4.2 Feedback to participants during the coaching session	Learners will feedback to participants during the coaching session	Learners will provide clear and coherent feedback to learners during the coaching session	Learners will fluently feedback to learners during the coaching session
4.3 Use appropriate behaviour management strategies	Learners will use appropriate behaviour management strategies. They will require some tutor support	Learners will use behaviour management strategies clearly and confidently throughout their session. They will use their own initiative and require minimum tutor support	Learners will be creative and skilful in applying behaviour management strategies throughout their session. They will work independently and not require any tutor support

Grading descriptors – Sports coaching (T/505/9937) (cont'd)

Assessment criteria	Pass	Merit	Distinction
5.1 Evaluate a sports coaching session including: <ul style="list-style-type: none"> review against aims and objectives own coaching performance development areas 	Learners will evaluate a sports coaching session including: <ul style="list-style-type: none"> review against aims and objectives own coaching performance development areas 	Learners will evaluate their own sports coaching session. They will include a realistic review against aims and objectives and their own coaching performance. They will justify areas for development and clearly state how these could be achieved	Learners will evaluate their own coaching session. They will include a thorough review of the aims and objectives and their own coaching performance. They will provide a critical judgement of areas that they need to develop and include convincing suggestions on how these could be achieved
5.2 Create a personal action plan, using SMART targets for personal coaching improvement	Learners will create a personal action plan, using SMART targets for personal coaching improvement	No merit for this AC	No distinction for this AC

Developing sporting skills and tactical awareness (D/505/9981)

The learner will:

- 1 Understand the technical and tactical skills for a selected sport

The learner can:

- 1.1 Explain the importance of understanding the technical and tactical skills for a sport
 - 1.2 Identify the different ways skills can be classified
 - 1.3 For a selected sport, explain the essential:
 - technical skills
 - tactical skills
-

The learner will:

- 2 Know how to assess technical and tactical skills

The learner can:

- 2.1 Identify reasons for assessing the technical and tactical skills of athletes
 - 2.2 Identify methods and tools for assessing technical and tactical skills
 - 2.3 Identify criteria for assessing the performance of athletes
 - 2.4 Analyse and assess the performance of an athlete
 - 2.5 Describe how role models can be used for benchmarking
 - 2.6 Identify the role of technology in effective performance assessment
-

The learner will:

- 3 Know how to use goal setting to improve own performance

The learner can:

- 3.1 Describe goal setting and how it is used to facilitate improvement
 - 3.2 Identify key performance indicators (KPIs) for a selected sporting activity
 - 3.3 Apply KPIs to a selected sporting activity to assess own technical and tactical performance
 - 3.4 Reflect on own technical and tactical performance following analysis
 - 3.5 Identify ways to improve own performance
-

Developing sporting skills and tactical awareness (D/505/9981) (cont'd)

Assessment guidance

Type of evidence: report

Assessment criteria: 1.1–1.3

Additional information: Learners could produce a report on the technical and tactical skills for a selected sport. They would consider the full range of technical skills required to meet the requirements of their sport. Consideration will be given to tactical awareness for their sport for example, football (attack and defence), cricket (field placing) and golf (club selection). Learners will show some awareness of the need to adapt tactics in different situations.

Within their report, learners will be able to explain the importance of understanding the technical and tactical skills for a sport. They could use examples to demonstrate this understanding. Learners will also identify different ways that skills can be classified and can support this with further examples.

Types of evidence: professional discussion/observation, recorded witness statement

Assessment criteria: 2.1–2.6

Additional information: Learners could use a range of assessment methods to assess one of their peers. They will identify the reasons for assessing the technical and tactical skills of athletes and the methods and tools that could be used to do this. Consideration could be given to using video analysis and observation including identifying the benefits of technology and its use in effective performance assessment. Learners will analyse and assess the performance of an athlete – this could be a member of their peer group, teaching staff or a professional athlete. Assessment and analysis of the performer could be via video recording. Professional discussion could be used to review performance, including identifying strengths and weaknesses. Specific sports performers who meet the technical and tactical demands of their sport could be discussed and used as benchmarking in assessing performance. This would need to be supported by a witness statement or video evidence which identifies the questions asked and the responses provided.

Developing sporting skills and tactical awareness (D/505/9981) (cont'd)

Types of evidence: diary/logbook, professional discussion

Assessment criteria: 3.1–3.5

Additional information: Learners could use SMART (specific, measurable, achievable, realistic and time bound) to improve their own technical and tactical skills in their chosen sport and describe how goal setting can be used to achieve this. Learners will identify the key performance indicators for their chosen sport or sporting activity and apply them to assess their own technical and tactical performance. This could be supported by a development plan which includes aims and objectives for improvement including key performance indicators to assess own performance. Learners could keep a logbook/diary which will enable them to monitor and assess progress of the targets that they have set.

A review and analysis of the learner's tactical and technical performance could form part of a professional discussion with the Assessor. If the learner used a development plan, then consideration could be given as to whether aims and objectives were met and look at strengths and areas for improvement in the future. This would need to be supported by a witness statement or video evidence which identifies the questions asked and the responses provided.

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Grading descriptors – Developing sporting skills and tactical awareness (D/505/9981)

Learning outcome 1 Understand the technical and tactical skills for a selected sport

Learning outcome 2 Know how to assess technical and tactical

Learning outcome 3 Know how to use goal setting to improve own performance

Assessment criteria	Pass	Merit	Distinction
1.1 Explain the importance of understanding the technical and tactical skills for a sport	Learners will explain the importance of understanding the tactical and technical skills for sport	No merit for this AC	No distinction for this AC
1.2 Identify the different ways skills can be classified	Learners will identify the different ways skills can be classified	Learners will clearly and coherently identify the way skills can be classified. The information provided will be accurate and realistic	No distinction for this AC
1.3 For a selected sport, explain the essential: <ul style="list-style-type: none"> • technical skills • tactical skills 	Learners will, for a selected sport, explain the essential: <ul style="list-style-type: none"> • technical skills • tactical skills 	No merit for this AC	No distinction for this AC
2.1 Identify reasons for assessing the technical and tactical skills of athletes	Learners will identify reasons for assessing the technical and tactical skills of athletes	Learners will justify the reasons for assessing the technical and tactical skills of athletes. Information will be realistic	Learners will explore the reasons for assessing the technical and tactical skills for athletes. Information will show creativity in the use of different assessments
2.2 Identify methods and tools for assessing technical and tactical skills	Learners will identify methods and tools for assessing technical and tactical skills	No merit for this AC	No distinction for this AC
2.3 Identify criteria for assessing the performance of athletes	Learners will identify criteria for assessing the performance of athletes	No merit for this AC	No distinction for this AC

Grading descriptors – Developing sporting skills and tactical awareness (D/505/9981) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.4 Analyse and assess the performance of an athlete	Learners will analyse and assess the performance of an athlete. They will require some tutor support	Learners will confidently analyse and assess the performance of an athlete. They will use their own initiative and the presentation of their findings will be clear and coherent	Learners will skilfully analyse and assess the performance of an athlete. They will provide an insight into all the factors of the performance and their results will be convincing and presented fluently
2.5 Describe how role models can be used for benchmarking	Learners will describe how role models can be used for benchmarking	Learners will provide a critical understanding of how role models can be used for benchmarking	Learners will demonstrate a thorough understanding of how role models can be used for benchmarking
2.6 Identify the role of technology in effective performance assessment	Learners will identify the role of technology in effective performance assessment	Learners will provide a critical understanding of the role of technology in effective performance assessment. Evidence will be supported by examples	Learners will provide a convincing explanation of the role of technology in effective performance assessment. Evidence will be supported by examples
3.1 Describe goal setting and how it is used to facilitate improvement	Learners will describe goal setting and how it is used to facilitate improvement	Learners will demonstrate a clear and coherent understanding of goal setting and how it is used to facilitate improvement	Learners will critically judge how goal setting can be used to facilitate improvement
3.2 Identify key performance indicators (KPIs) for a selected sporting activity	Learners will identify key performance indicators (KPIs) for a selected sporting activity	No merit for this AC	No distinction for this AC

Grading descriptors – Developing sporting skills and tactical awareness (D/505/9981) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.3 Apply KPIs to a selected sporting activity to assess own technical and tactical performance	Learners will apply KPIs to a selected sporting activity to assess own technical and tactical performance. Learners will require some tutor support	Learners will use their own initiative and work independently when applying KPIs to a selected sporting activity to assess their own technical and tactical performance	Learners will explore all aspects of a selected sporting activity to skilfully apply KPIs to assess their own technical and tactical performance
3.4 Reflect on own technical and tactical performance following analysis	Learners will reflect on own technical and tactical performance following analysis. They will require some tutor support	Learners will use their initiative in reflecting on own technical and tactical performance following analysis	No distinction for this AC
3.5 Identify ways to improve own performance	Learners will identify ways to improve own performance	Learners will provide realistic ways to improve their own performance	Learners will explore ways of improving their own performance. Suggestions will be creative and convincing

Physical fitness and injuries in sport (A/505/9938)

The learner will:

- 1 Know the physical demands of a sport

The learner can:

- 1.1 Identify the components of physical fitness
 - 1.2 Describe the physical demands of a sport in relation to the components of fitness
 - 1.3 Describe the importance of improving physical fitness
 - 1.4 Identify the factors that may affect physical fitness when preparing for sports performance
-

The learner will:

- 2 Be able to measure components of physical fitness

The learner can:

- 2.1 Identify common tests for measuring components of physical fitness
 - 2.2 Describe the procedures for carrying out common tests
 - 2.3 Measure components of physical fitness for sport performance using common tests
 - 2.4 Interpret the results of tests carried out to measure components of physical fitness
 - 2.5 State the importance of interpreting results for common tests correctly and over time
-

The learner will:

- 3 Be able to improve own physical fitness and performance

The learner can:

- 3.1 Develop a personal exercise plan to improve the components of physical fitness
 - 3.2 Undertake the personal exercise plan
 - 3.3 Monitor and evaluate the effectiveness of the personal exercise plan over time
-

The learner will:

- 4 Understand the risks of injury associated with participation in sport

The learner can:

- 4.1 Explain the importance of rules and regulations in reducing the risk of injury in sport
 - 4.2 Describe risk factors involved when participating in own sport
 - 4.3 Describe how identified risks can be minimised
 - 4.4 Explain the use of personal protective equipment in sport
-

Physical fitness and injuries in sport (A/505/9938) (cont'd)

The learner will:

- 5 Know the common injuries associated with own sport

The learner can:

- 5.1 Describe a range of common injuries that may occur when participating in own sport
 - 5.2 Identify the different categories of sporting injuries
 - 5.3 Describe signs/symptoms of injuries
 - 5.4 Explain probable causes of common injuries in own sport
-

The learner will:

- 6 Know how to deal with different types of sporting injuries

The learner can:

- 6.1 Describe a range of treatments for common sporting injuries in own sport
 - 6.2 Identify key personnel involved in the treatment of sporting injuries
 - 6.3 Identify timelines for potential recovery
-

Assessment guidance

Types of evidence: photographs, report

Assessment criteria: 1.1–1.4

Additional information: Learners will identify components of fitness, including physical fitness (aerobic endurance, muscular endurance, flexibility, speed, strength, body composition); skill-related fitness (agility, balance, coordination, power, reaction time).

Learners should choose a sport and describe its physical demands in relation to the components of fitness, for example: flexibility training (static, active, passive, ballistic); strength and power (resistance machines; circuit training, plyometrics, reps, sets and resistance); endurance (continuous training, fartlek training, interval training, heart rate, training zones); speed and speed endurance (hollow sprints, acceleration sprints, interval training).

Learners will describe the importance of improving physical fitness and will also identify factors that may affect physical fitness when preparing for sports performance. They could complete this within the context of the sport chosen previously.

Physical fitness and injuries in sport (A/505/9938) (cont'd)

Type of evidence: data analysis/study

Assessment criteria: 2.1–2.5

Additional information: Common fitness tests for measuring components of physical fitness could include 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).

Learners should be familiar with and able to describe the procedures for carrying out common fitness tests including 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.

Learners need to identify a performer to study and measure components of physical fitness for sport performance. Measurements should be made using common fitness tests. Learners need to know how to carry out a range of physical fitness tests and there should be opportunities for them to practice carrying out these tests on each other. Once the fitness tests have been completed, learners will interpret the results of the tests and they will also understand the importance of interpreting results or common tests correctly and over time.

Types of evidence: checklist, supporting evidence

Assessment criteria: 3.1–3.3

Additional information: Learners will develop a personal exercise plan to improve components of physical fitness and their performance. They can use the knowledge and understanding of common fitness tests to support the development of the exercise plan. To support evaluation of improvement of physical fitness and performance, learners could develop an observation checklist to be used during the completion of the plan. Learners will undertake their personal action over a period of at least three weeks. Throughout the completion of the exercise plan, learners will monitor and evaluate the effectiveness of the plan. Learners could use an observation checklist whilst watching a video recording of their performance in sport. After completing the observation checklist, learners could identify strengths and areas for improvement in their own performance in the individual sport or team sport.

Types of evidence: leaflet, assignment, poster

Assessment criteria: 4.1–4.4

Additional information: When explaining the importance of rules and regulations in reducing risks in sport, learners could consider the following: organisational rules specific to location and facility; Health and Safety at Work etc. 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 of Sports Ground Act 1975; Children Act 2004. PPE can be included in here to support 4.4.

Physical fitness and injuries in sport (A/505/9938) (cont'd)

Learners will describe risk factors that may be involved when participating in own sport including risks to people: inappropriate warm up or cool down, physical fitness, physique, alcohol, technique, skill level, over training, behaviour of other participants, jewellery, food, chewing gum; risks from equipment: inappropriate clothing, lack of protective clothing or equipment, playing surface, faulty or damaged equipment; risks from the environment: cold weather, rain (flooding, muddy pitch), hot weather.

When describing the risks factors, learners will also describe how these risks can be minimised to reduce the risk of injury in sport. Learners will also explain the use of personal protective equipment in sport. This could be evidenced through annotated pictures or photographs or within a leaflet or poster.

Type of evidence: assignment

Assessment criteria: 5.1–5.4

Additional information: Learners will know the common injuries associated with their own chosen sport and they will be able to describe a range of such injuries. They will be able to identify different categories of sporting injury such as overuse injuries (tendonitis, shin splints, dislocation), fractures (open and closed), strains, sprains, grazes, bruising, concussion, spinal injuries, blisters. For the sporting injuries identified, learners will describe the signs and symptoms of each. Finally, learners will be able to explain probable causes of common injuries in own sport and could consider personal, equipment or environmental causes.

Types of evidence: case study, assignment, poster, leaflet

Assessment criteria: 6.1–6.3

Additional information: Learners could provide descriptions of a range of treatments for common sporting injuries and illustrate this with annotated drawings in a leaflet or poster. Learners will be able to identify key personnel involved in the treatment of sporting injuries, including those involved in first aid and/or emergency care through to personnel involved in rehabilitation of the injury. Learners will identify timelines for potential recovery and could support this with evidence of details of what happens at each stage of recovery from a sporting injury.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors – Physical fitness and injuries in sport (A/505/9938)

Learning outcome 1 Know the physical demands of a sport
Learning outcome 2 Be able to measure components of physical fitness
Learning outcome 3 Be able to improve own physical fitness and performance
Learning outcome 4 Understand the risks of injury associated with participation in sport
Learning outcome 5 Know the common injuries associated with own sport
Learning outcome 6 Know how to deal with different types of sporting injuries

Assessment criteria	Pass	Merit	Distinction
1.1 Identify the components of physical fitness	Learners will identify the components of physical fitness	No merit for this AC	No distinction for this AC
1.2 Describe the physical demands of a sport in relation to the components of fitness	Learners will describe the physical demands of a sport in relation to the components of fitness	Learners will confidently describe the physical demands of a sport in relation to the components of fitness. Their explanations will be detailed and realistic	Learners will demonstrate a thorough understanding of the physical demands of a sport in relation to the components of fitness. Their explanations will be comprehensive
1.3 Describe the importance of improving physical fitness	Learners will describe the importance of improving physical fitness	Learners will clearly explain the importance of improving physical fitness. They will be able to justify the factors that they include	Learners will provide an insight into the importance of improving physical fitness. Their descriptions will be convincing and explore a wide range of factors
1.4 Identify the factors that may affect physical fitness when preparing for sports performance	Learners will identify the factors that may affect physical fitness when preparing for sports performance	No merit for this AC	No distinction for this AC

Grading descriptors – Physical fitness and injuries in sport (A/505/9938) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Identify common tests for measuring components of physical fitness	Learners will identify common tests for measuring components of physical fitness	No merit for this AC	No distinction for this AC
2.2 Describe the procedures for carrying out common tests	Learners will describe the procedures for carrying out common tests	Learners will provide a detailed description of the procedures for carrying out common tests	Learners will provide a compressive description of the procedures for carrying out common tests
2.3 Measure components of physical fitness for sport performance using common tests	Learners will measure components of physical fitness for sport performance using common tests. They will require some tutor support	Learners will use their initiative in measuring components of physical fitness for sports performance using common tests. They will require minimum tutor support	Learner will demonstrate advanced skills in measuring components of physical fitness for sports performance using common tests. They will not require any support
2.4 Interpret the results of tests carried out to measure components of physical fitness	Learners will interpret the results of tests carried out to measure components of physical fitness. They will require some tutor support	Learners will use their initiative in interpreting results carried out to measure components of physical fitness. Their findings will be accurate and presented clearly and coherently	Learners will skilfully interpret the results of tests carried out to measure components of physical fitness. The presentation of their findings will be fluent and inventive
2.5 State the importance of interpreting results for common tests correctly and over time	Learners will state the importance of interpreting results for common tests correctly and over time	No merit for this AC	No distinction for this AC

Grading descriptors – Physical fitness and injuries in sport (A/505/9938) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Develop a personal exercise plan to improve the components of physical fitness	Learners will develop a personal exercise plan to improve the components of physical fitness	Learners will develop a realistic personal exercise plan to improve the components of physical fitness. Their plan will be coherent	Learners will develop an inventive personal exercise plan to improve the components of physical fitness. Their plan will be thorough and creative
3.2 Undertake the personal exercise plan	Learners will undertake the personal exercise plan	No merit for this AC	No distinction for this AC
3.3 Monitor and evaluate the effectiveness of the personal exercise plan over time	Learners will monitor and evaluate the effectiveness of the personal exercise plan over time	Learners will provide a critical understanding of the effectiveness of the personal exercise plan over time	Learners will provide a critical judgement of the effectiveness of the personal exercise plan over time
4.1 Explain the importance of rules and regulations in reducing the risk of injury in sport	Learners will explain the importance of rules and regulations in reducing the risk of injury in sport	Learners will provide a clear explanation of the importance of rules and regulations in reducing the risk of injury in sport	Learners will provide a thorough explanation of the importance of rules and regulations in reducing the risk of injury in sport
4.2 Describe risk factors involved when participating in own sport	Learners will describe risk factors involved when participating in own sport	Learners will provide a detailed description of the risk factors involved when participating in own sport	Learners will provide a comprehensive description of the risk factors involved when participating in own sport
4.3 Describe how identified risks can be minimised	Learners will describe how identified risks can be minimised	Learners will describe in detail how identified risks can be minimised	Learners will comprehensively describe how identified risks can be minimised

Grading descriptors – Physical fitness and injuries in sport (A/505/9938) (cont'd)

Assessment criteria	Pass	Merit	Distinction
4.4 Explain the use of personal protective equipment in sport	Learners will explain the use of personal protective equipment in sport	No merit for this AC	No distinction for this AC
5.1 Describe a range of common injuries that may occur when participating in own sport	Learners will describe a range of common injuries that may occur when participating in own sport	Learners will provide a clear and coherent explanation of common injuries that may occur when participation in own sport	Learners will show a sophisticated understanding of common injuries that may occur when participating in own sport
5.2 Identify the different categories of sporting injuries	Learners will identify the different categories of sporting injuries	No merit for this AC	No distinction for this AC
5.3 Describe signs/symptoms of injuries	Learners will describe signs/symptoms of injuries	No merit for this AC	No distinction for this AC
5.4 Explain probable causes of common injuries in own sport	Learners will explain probable causes of common injuries in own sport	Learners will justify probable causes of common injuries in own sport. They will support their evidence with a range of examples	Learners will provide an insight into probable causes of common injuries in own sport. They will support their evidence with a wide range of examples

Grading descriptors – Physical fitness and injuries in sport (A/505/9938) (cont'd)

Assessment criteria	Pass	Merit	Distinction
6.1 Describe a range of treatments for common sporting injuries in own sport	Learners will describe a range of treatments for common sporting injuries in own sport	Learners will provide a detailed description of a range of treatments for common sporting injuries in own sport	Learners will provide a comprehensive description of a range of treatments for common sporting injuries in own sport
6.2 Identify key personnel involved in the treatment of sporting injuries	Learners will identify key personnel involved in the treatment of sporting injuries	No merit for this AC	No distinction for this AC
6.3 Identify timelines for potential recovery	Learners will identify timelines for potential recovery	Learners will identify realistic timescales for potential recovery. Learners will support their evidence with recovery times for a range of different injuries	Learners will explore and include an insight into timelines for potential recovery. Learners will support their evidence with recovery times for a range of different injuries

Performance analysis for sport (H/505/8105)

The learner will:

- 1 Understand the potential benefits of performance analysis

The learner can:

- 1.1 Define performance analysis within a sporting context
 - 1.2 Identify current performance analysis practice within sport
 - 1.3 Identify the benefits for analysis use at different sporting levels
 - 1.4 Describe the benefits of analysis and the impact it may have on sports performance
-

The learner will:

- 2 Know how to performance profile sporting activity

The learner can:

- 2.1 Identify physical aspects of a sports performance profile, including:
 - physical
 - tactical
 - psychological
 - technical
 - 2.2 State factors that can affect sports performance
 - 2.3 Explain how to use performance profiling for an individual and team sport
-

The learner will:

- 3 Understand the role of technology in performance analysis

The learner can:

- 3.1 Identify technology used within performance analysis
 - 3.2 Describe the impact of filming on sports performance
 - 3.3 Identify performance analysis equipment and cost
 - 3.4 Identify a range of software packages that can be used for video analysis
 - 3.5 Identify hardware requirements of video analysis
-

The learner will:

- 4 Be able to analyse sports performance

The learner can:

- 4.1 Identify the key features of notational analysis
- 4.2 Demonstrate notational analysis within a chosen sports activity
- 4.3 Demonstrate video analysis within a chosen sports activity

Performance analysis for sport (H/505/8105) (cont'd)

The learner will:

- 5 Know how to provide feedback on sports performance

The learner can:

- 5.1 Describe SMART targets and their use within feedback
 - 5.2 Identify methods of gathering feedback
 - 5.3 Identify how to make use of previous feedback and evaluations when attempting to improve performance
 - 5.4 Identify good communication practice when giving feedback
 - 5.5 Provide feedback to a performer based on performance analysis
-

Assessment guidance

Types of evidence: evaluation and report

Assessment criteria: 1.1–1.4

Additional information: This learning outcome will allow learners to understand the potential benefits of performance analysis. Learners will be able to define performance analysis within a sporting context and they will be able to use this knowledge and understanding to help them identify current performance analysis practice within sport. Performance analysis has many benefits for sports performers at all levels and learners will be able to identify a range of benefits which they will describe. Learners will also describe the impact performance analysis may have on sports performance.

Learners can provide examples in a chosen sport or sports to support their responses for these assessment criteria.

Type of evidence: assessment/profile

Assessment criteria: 2.1–2.3

Additional information: Learners will identify different aspects of a sports performance profile, including: physical (health- and sports-related fitness, physiological such as heart rate, warm-up, cool-down, lung function); technical and tactical such as shooting, crossing, catching, passing, tackling, heading, dribbling, striking, positional play, style of play; psychological such as motivation, anxiety, arousal, attention, confidence, aggression, relaxation, concentration, biomechanical (quantitative and qualitative).

Learners will state the factors that can affect sports performance: intrinsic (for example, age, health, diet, previous training, motivation, confidence, ability level); extrinsic (for example, group dynamics, group cohesion, temperature, time of day).

Learners will explain how to use performance profiling for an individual and a team sport and could provide a performance profile of a selected athlete undertaking a sporting activity, using three components of their performance profile to demonstrate their understanding of performance profiling.

Performance analysis for sport (H/505/8105) (cont'd)

Types of evidence: preparation notes, leaflet, poster

Assessment criteria: 3.1–3.5

Additional information: Performance analysis, as related to sport, can be defined as the analysis of data or information to help in the acceleration of athlete performance. Technology can assist with performance analysis and learners will identify the technology that can be used in this area. Filming an athlete during their performance can have an impact and learners will be able to identify this.

Learners could prepare a poster or leaflet to present information on performance analysis equipment and the cost of this. Within this, learners should include information on the range of software packages that can be used for video analysis. Finally, hardware requirements of video analysis should also be identified. Learners could make recommendations on equipment that meets a specific performance analysis needed to support this evidence.

Types of evidence: presentation, witness statement, video, observational checklist

Assessment criteria: 4.1–4.3

Additional information: Notational analysis is used by coaches and sport scientists to gather objective data on the performance of athletes. Tactics, techniques, individual athlete movement and work rate can all be analysed, enabling coaches and athletes to learn more about performance and gain a competitive advantage. Learners will identify the key features of notational analysis and can demonstrate their understanding and use of this through a practical activity chosen by the learner. Video can be used to gather information on athlete techniques during training or team play during training or competition. Learners will demonstrate their use of video analysis within a chosen sporting activity. Assessor observation of these activities could be supported by a witness statement or a completed observational checklist.

Type of evidence: witness statement with audio evidence

Assessment criteria: 5.1–5.5

Additional information: This learning outcome requires learners to provide feedback to the athlete based on the assessment of their performance. To enable learners to prepare to be able to provide feedback based on performance analysis, learners will identify good communication practice when they give the feedback. Learners will describe SMART targets and their use within feedback. Methods of gathering feedback will be identified and how to make use of previous feedback and evaluations when attempting to improve performance.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors – Performance analysis for sport (H/505/8105)

Learning outcome 1 Understand the potential benefits of performance analysis

Learning outcome 2 Know how to performance profile sporting activity

Learning outcome 3 Understand the role of technology in performance analysis

Learning outcome 4 Be able to analyse sports performance

Learning outcome 5 Know how to provide feedback on sports performance

Assessment criteria	Pass	Merit	Distinction
1.1 Define performance analysis within a sporting context	Learners will define performance analysis within a sporting context	No merit for this AC	No distinction for this AC
1.2 Identify current performance analysis practice within sport	Learners will identify current performance analysis practice within	No merit for this AC	No distinction for this AC
1.3 Identify the benefits for analysis use at different sporting levels	Learners will identify the benefits for analysis use at different sporting levels	No merit for this AC	No distinction for this AC
1.4 Describe the benefits of analysis and the impact it may have on sports performance	Learners will describe the benefits of analysis and the impact it may have on sports performance	Learners will provide a detailed description of the benefits of analysis and the impact it may have on sports performance. They will show evidence of some independent research	Learners will provide a comprehensive description of analysis. They will include sport-specific examples and will explore current research to support their findings

Grading descriptors – Performance analysis for sport (H/505/8105) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Identify physical aspects of a sports performance profile, including: <ul style="list-style-type: none"> • physical • tactical • psychological • technical 	Learners will identify physical aspects of a sports performance profile, including: <ul style="list-style-type: none"> • physical • tactical • psychological • technical 	No merit for this AC	No distinction for this AC
2.2 State factors that can affect sports performance	Learners will state factors that can affect sports performance	No merit for this AC	No distinction for this AC
2.3 Explain how to use performance profiling for an individual and team sport	Learners will explain how to use performance profiling for an individual and team sport	Learners will show a critical understanding of performance profiling. They will link it to a selected sport and consider the key components	Learners will provide a comprehensive explanation of performance profiling. They will be able to explore the key components and will include sport-specific examples to support their analysis
3.1 Identify technology used within performance analysis	Learners will identify technology used within performance analysis	No merit for this AC	No distinction for this AC
3.2 Describe the impact of filming on sports performance	Learners will describe the impact of filming on sports performance	Learners will provide a detailed explanation of the use and the impact of filming on sports performance. They will consider both the positive and negative aspects of filming	Learners will comprehensively explain the impact of filming on sports performance. They will provide a convincing rationale of the benefit and explore its limitations in sports performance

Grading descriptors – Performance analysis for sport (H/505/8105) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.3 Identify sports analysis equipment and cost	Learners will identify sports analysis equipment and cost	No merit for this AC	No distinction for this AC
3.4 Identify a range of software packages that can be used for video analysis	Learners will identify a range of software packages that can be used for video analysis	No merit for this AC	No distinction for this AC
3.5 Identify hardware requirements of video analysis	Learners will identify hardware requirements of video analysis	No merit for this AC	No distinction for this AC
4.1 Identify the key features of notational analysis	Learners will identify the key features of notational analysis	No merit for this AC	No distinction for this AC
4.2 Demonstrate notational analysis within a chosen sporting activity	Learners will demonstrate notational analysis within a chosen sporting activity	Learners will work independently and use their own initiative to demonstrate how to use notational analysis within a chosen sporting activity	No distinction for this AC
4.3 Demonstrate video analysis within a chosen sporting activity	Learners will demonstrate video analysis within a chosen sporting activity	Learners will work independently and use their own initiative to demonstrate how to use video analysis within a chosen sporting activity	No distinction for this AC
5.1 Describe SMART targets and their use within feedback	Learners will describe SMART targets and their use within feedback	No merit for this AC	No distinction for this AC

Grading descriptors – Performance analysis for sport (H/505/8105) (cont'd)

Assessment criteria	Pass	Merit	Distinction
5.2 Identify methods of gathering feedback	Learners will identify methods of gathering feedback	No merit for this AC	No distinction for this AC
5.3 Identify how to make use of previous feedback and evaluations when attempting to improve performance	Learners will identify how to make use of previous feedback and evaluations when attempting to improve performance	No merit for this AC	No distinction for this AC
5.4 Identify good communication practice when giving feedback	Learners will identify good communication practice when giving feedback	No merit for this AC	No distinction for this AC
5.5 Provide feedback to a performer based on performance analysis	Learners will provide feedback to a performer based on performance analysis	Learners will provide feedback to a performer based on performance analysis that is clear and coherent. They will identify some strengths and areas for improvement	Learners will provide effective feedback to a performer based on performance analysis. They will critically analyse strengths and areas for improvement. Feedback will be fully understood by the performer

Psychology for sports performance (F/505/9939)

The learner will:

- 1 Know the psychological demands of a selected sport

The learner can:

- 1.1 Describe the psychological demands of a selected sport
-

The learner will:

- 2 Know the impact motivation can have on sports performance

The learner can:

- 2.1 Describe the impact of motivation on sports performance
 - 2.2 Describe the strategies that can be used to influence motivation
-

The learner will:

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

The learner can:

- 3.1 Describe personality and how it affects sports performance
 - 3.2 Describe aggression and strategies that can be used to control it
-

The learner will:

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

The learner can:

- 4.1 Assess own attitudes and psychological skills in a selected sport, identifying strengths for improvement
 - 4.2 Plan, carry out and record a training programme to improve psychological skills for a selected sport, with tutor support
 - 4.3 Review the psychological skills training programme, identifying strengths and areas for improvement
-

Psychology for sports performance (F/505/9939) (cont'd)

Assessment guidance

Types of evidence: learner report, presentation

Assessment criteria: 1.1

Additional information: Learners should cover the following and be able to describe and produce a written description of the psychological demands of a selected sport and could include within this the types of attitudes and psychological skills that individuals need to perform within a sporting environment (for example, self-confidence, motivation, problem solving, concentration, competitiveness).

Types of evidence: research, discussion

Assessment criteria: 2.1, 2.2

Additional information: Learners could research and describe the impact of motivation on performance. To support this, they could provide examples of different levels of motivation on sporting performance. In groups, learners could examine different views of motivation and report back on their research. Learners could also examine a theory of motivation for a popular sportsperson and present it to the rest of the group. Theories could include arousal and performance, intrinsic and extrinsic factors, achievement motivation and attribution theory.

Learners will also describe the strategies that can be used to influence motivation, which could include goal setting, self-talk and imagery.

Types of evidence: learner-produced description, sports personality profile

Assessment criteria: 3.1, 3.2

Additional information: Learners will describe personality and how it affects sports performance. Learners could include the following within their description: trait and situational approaches; Type A and Type B, introverts and extroverts; impact of personality on sports participation and sports performance.

Personality and aggression can be looked at separately and learners will describe how each factor affects sports performance. For personality, learners could use a presentation. In aggression, learners can produce written work in order to evaluate the different theories, causes and strategies. Aggression allows the opportunity for visits to sports matches and the analysis of videos for learners to see how aggression can be used in games and how it can be controlled for a positive effect on performance.

Psychology for sports performance (F/505/9939) (cont'd)

Types of evidence: assignment, plan, diary

Assessment criteria: 4.1–4.3

Additional information: Learners will assess their own attitudes and psychological skills in their chosen sport and will identify their strengths and areas for improvement. To support their assessment, they could consider different methods of analysis such as feedback from a coach, peers and performance profiling.

Learners will plan, complete and record a six-week programme to improve psychological skills for their chosen sport. The plan could include SMART (specific, measurable, achievable, realistic, time-bound) outcomes; psychological skills (for example, building motivation; developing self-confidence; changing concentration span; controlling anxiety); dealing with success and failure, and positive strategies (for example, relaxation skills; goal setting; visualisation; imagery and self-talk).

Learners will record their results over the course of the programme using, for example, a diary, logbook, portfolio, video, observation records, witness statements.

Learners will review the psychological skills training programme and will identify own strengths and areas for improvement. Learners can consult with sports coaches, tutors or peers on the results. The results will be reviewed against objectives and goals set out in the training programme. Learners will identify their strengths and areas for improvement and could develop strategies for attainment of future goals.

The unit should be delivered in a practical environment wherever possible. Learners will need information on how to prepare mentally for sporting performance and how this can be achieved effectively.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors – Psychology for sports performance (F/505/9939)

Learning outcome 1 Know the psychological demands of a selected sport

Learning outcome 2 Know the impact motivation can have on sports performance

Learning outcome 3 Know the effect of personality and aggression on sports performance

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

Assessment criteria	Pass	Merit	Distinction
1.1 Describe the psychological demands of a selected sport	Learners will describe the psychological demands of a selected sport	Learners will provide a detailed description of the psychological demands of a selected sport	Learners will provide a comprehensive description of the psychological demands of a selected sport
2.1 Describe the impact of motivation on sports performance	Learners will describe the impact of motivation on sports performance	Learners will provide a detailed description of the impact of motivation on sports performance and how motivation can be maintained	Learners will provide a comprehensive description into the impact of motivation on sports performance and how it can be maintained and improved
2.2 Describe the strategies that can be used to influence motivation	Learners will describe the strategies that can be used to influence motivation	Learners will provide a detailed description of strategies that can be used to influence motivation. Learners will link some of their descriptions to sports performance	Learners will provide a comprehensive description, which will include an insight into the effectiveness of the strategies used to influence motivation. Learners will link their descriptions to sports performance
3.1 Describe personality and how it affects sports performance	Learners will describe personality and how it affects sports performance	No merit for this AC	No distinction for this AC
3.2 Describe aggression and strategies that can be used to control it	Learners will describe aggression and strategies that can be used to control it	No merit for this AC	No distinction for this AC

Grading descriptors – Psychology for sports performance (F/505/9939) (cont'd)

Assessment criteria	Pass	Merit	Distinction
4.1 Assess own attitudes and psychological skills in a selected sport, identifying strengths and areas for improvement	Learners will assess own attitudes and psychological skills in a selected sport, identifying strength and areas for improvement	No merit for this AC	No distinction for this AC
4.2 Plan, carry out and record a training programme to improve psychological skills for a selected sport, with tutor support	Learners will plan, carry out and record a training programme to improve psychological skills for a selected sport, with tutor support	Learners will carry out and record a training programme to improve psychological skills for a selected sport	No distinction for this AC
4.3 Review the psychological skills training programme, identifying strengths and areas for improvement	Learners will review the psychological skills training programme, identifying strengths and areas for improvement	Learners will review the psychological skills training programme. They will provide an explanation of strengths and areas for improvement.	Learners will review the psychological skills training programme, identifying strengths and areas for improvement to their training programme. They will provide a justification in their explanations

Planning and running a sports event (D/505/9947)

The learner will:

- 1 Understand the different types of sports events

The learner can:

- 1.1 Describe different types of sports events
 - 1.2 Describe the difference between an event and a competition
-

The learner will:

- 2 Be able to plan a sports event

The learner can:

- 2.1 Produce a plan for a chosen sports event, including:
 - event aims
 - target group
 - venue
 - resources
 - roles and responsibilities
 - health and safety
 - costs and fees
 - contingencies
-

The learner will:

- 3 Be able to contribute to the organisation of a sports event

The learner can:

- 3.1 Contribute to the organisation of a chosen sports event
-

The learner will:

- 4 Be able to contribute to the running of a sports event

The learner can:

- 4.1 Contribute to the running of a chosen sports event
-

Planning and running a sports event (D/505/9947) (cont'd)

The learner will:

- 5 Be able to review the success of a sports event

The learner can:

- 5.1 Explain the importance of evaluating the event
 - 5.2 Collect feedback on the success of the sports event
 - 5.3 Assess feedback received, identifying strengths and areas for improvement
-

Assessment guidance

Types of evidence: report, professional discussion

Assessment criteria: 1.1, 1.2

Additional information: Learners should describe and differentiate between different types of events and competitions, including the purpose, outcomes, audience, participation etc.

Types of evidence: plan, project

Assessment criteria: 2.1

Additional information: Learners need to take into account the planning process when planning a sports event such as type of event, size and scope, aims and objectives, location, target audience, date and timings, facilities and resources, staffing including roles and responsibilities, budget, costs, proposed activities, health and safety, contingency plans, constraints, insurance, informed consent, first aid procedures, methods for reviewing the event, record of team meetings, meeting outcomes and actions arising. An event could be arranged to support a local Primary PE department.

Learners could consider participant or customer requirements: event type, aims and objectives such as fundraising, providing information, education, raising awareness, health, fitness, wellbeing, participant or customer needs and satisfaction, ability, health and safety and risk assessment.

An observation record must be completed by the tutor to support achievement to show contribution to the planning. Sports events could include a coaching day, taster day, competition or tournament, training camp, charity fundraiser, community-based event, indoor event or outdoor event.

Planning and running a sports event (D/505/9947) (cont'd)

Types of evidence: plan, project

Assessment criteria: 2.1

Additional information: Learners need to take into account the planning process when planning a sports event such as type of event, size and scope, aims and objectives, location, target audience, date and timings, facilities and resources, staffing including roles and responsibilities, budget, costs, proposed activities, health and safety, contingency plans, constraints, insurance, informed consent, first aid procedures, methods for reviewing the event, record of team meetings, meeting outcomes and actions arising. An event could be arranged to support a local Primary PE department.

Learners could consider participant or customer requirements, event type, aims and objectives such as fundraising, providing information, education, raising awareness, health, fitness, wellbeing, participant or customer needs and satisfaction, ability, health and safety and risk assessment.

An observation record must be completed by the tutor to support achievement to show contribution to the planning. Sports events could include a coaching day, taster day, competition or tournament, training camp, charity fundraiser, community-based event, indoor event or outdoor event.

Types of evidence: witness statement, minutes of meetings

Assessment criteria: 3.1

Additional information: Learners must produce evidence to show they have contributed to organising their event. This may be a diary or log. An observation record must be completed by the tutor to support achievement of contributing to organising a sports event. Own roles and responsibilities, teamwork and communication should be evident. Contingencies such as weather, accidents, change in numbers, staff shortages, equipment not arriving could be included.

Planning and running a sports event (D/505/9947) (cont'd)

Types of evidence: individual review, professional discussion

Assessment criteria: 5.1–5.3

Additional information: Learners will explain the importance of evaluating the complete event and could include within this explanation benefits of such evaluation and disadvantages of not completing an evaluation. When collecting feedback on the success of the event, learners should consider different methods for collecting feedback, such as questionnaires, observation sheets, witness statements and customer comment cards.

Learners will assess the feedback received against the event's success criteria, aims and objectives, and they will identify strengths and areas for improvement. Learners could make recommendations for future events.

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.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors – Planning and running a sports event (D/505/9947)

Learning outcome 1 Understand the different types of sports events

Learning outcome 2 Be able to plan a sports event

Learning outcome 3 Be able to contribute to the organisation of a sports event

Learning outcome 4 Be able to contribute to the running of a sports event

Learning outcome 5 Be able to review the success of a sports event

Assessment criteria	Pass	Merit	Distinction
1.1 Describe different types of sports events	Learners will describe different types of sports events	Learners will provide a detailed description of a range of different types of sports events	No distinction for this AC
1.2 Describe the difference between an event and a competition	Learners will describe the difference between an event and a competition	Learners will provide a clear and coherent description of the difference between an event and a competition	Learners will provide a thorough description of the difference between an event and a competition
2.1 Produce a plan for a chosen sports event, including: <ul style="list-style-type: none"> • event aims • target group • venue • resources • roles and responsibilities • health and safety • cost and fees • contingencies 	Learners will produce a plan for a chosen sports event, including: <ul style="list-style-type: none"> • event aims • target group • venue • resources • roles and responsibilities • health and safety • cost and fees • contingencies 	No merit for this AC	No distinction for this AC

Grading descriptors – Planning and running a sports event (D/505/9947) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Contribute to the organisation of a chosen sports event	Learners will contribute to the organisation of a chosen sports event	No merit for this AC	No distinction for this AC
4.1 Contribute to the running of a chosen sports event	Learners will contribute to the running of a chosen sports event	Learners will contribute to a chosen sports event. They will use their own initiative and show some leadership skills	Learners will make a significant contribution to a chosen sports event. They will use their own initiative and show some leadership skills
5.1 Explain the importance of evaluating the event	Learners will explain the importance of evaluating the event	Learners will provide a detailed explanation of the importance of evaluating a sports event	Learners will provide a comprehensive explanation of the importance of evaluating a sports event
5.2 Collect feedback on the success of the sports event	Learners will collect feedback on the success of the sports event	No merit for this AC	No distinction for this AC
5.3 Assess feedback received, identifying strengths and areas for improvement	Learners will assess feedback received, identifying strengths and areas for improvement	Learners will assess feedback received, showing a critical understanding and identifying strengths and areas for improvement	No distinction for this AC

Lifestyle and the sports performer (K/505/9949)

The learner will:

- 1 Be able to manage own work commitments and leisure time

The learner can:

- 1.1 Produce a realistic plan for work commitments and leisure time
-

The learner will:

- 2 Know appropriate behaviour for an elite athlete

The learner can:

- 2.1 Describe the pressures on elite athletes
 - 2.2 Identify strategies that can be used to deal with pressures on elite athletes
 - 2.3 Describe appropriate behaviour for elite athletes in different situations
-

The learner will:

- 3 Know the factors that influence effective career planning

The learner can:

- 3.1 Describe realistic goals in a personal athletic career plan, including second career choices
 - 3.2 Describe the financial issues athletes need to consider
-

The learner will:

- 4 Be able to participate in a media interview

The learner can:

- 4.1 Describe the skills needed to communicate and work effectively with others
- 4.2 Prepare for and be the subject of a media interview, describing own strengths and areas for improvement

Lifestyle and the sports performer (K/505/9949) (cont'd)

Assessment guidance

Types of evidence: learner report or diary

Assessment criteria: 1.1

Additional information: Learners need to realistically plan their work commitments and leisure time. A paper-based plan or blog would provide suitable evidence. All work commitments, including training, competition, study and other forms of employment, should be included. Leisure time also needs to be planned, and suitable leisure activities identified and could cover social life, recognising inappropriate activities (for example, alcohol, drugs, and smoking), appropriate leisure activities (for example, rest and recovery, sport and recreation) and dealing with living away from home.

Types of evidence: case study or discussion

Assessment criteria: 2.1–2.3

Additional information: Three different pressures on elite athletes should be described and could include: pressures such as people (for example, peers, family, coaching staff, teachers), lifestyle (for example, alcohol consumption, use of drugs, smoking, social life) and level of performance in training and competition.

Learners will identify strategies that can be used to deal with the pressures on elite athletes which could include use of support network, group and one-to-one discussions, lifestyle changes, time planning, media training.

Learners also need to identify appropriate behaviour for elite athletes, such as adhering to the rules, respect for peers and others, acting as a role model, appropriate clothing, appropriate conduct, appropriate manners and appropriate mannerisms. Learners should consider different situations, which could include during training and competition, at home and at social functions. Three different scenarios should be used such as during training and competition, at home, social functions and media events.

Types of evidence: witness statement, plan from 1.1

Assessment criteria: 3.1, 3.2

Additional information: Learners should describe the short-, medium- and long-term goals and second career choices identified in the personal career plan including, for example, career options inside and outside professional sport, such as coach, teacher, media, sports development and physiotherapist. They also need to describe financial issues elite athletes need to consider, which should include: income, expenditure, taxation, savings and investment, insurance and pension contributions.

Lifestyle and the sports performer (K/505/9949) (cont'd)

Types of evidence: assignment, interview

Assessment criteria: 4.1, 4.2

Additional information: Learners need to describe the skills required to communicate and work effectively with others. Communication skills should cover:

- active listening skills
- asking questions
- communicating (accurately and clearly)
- body language
- discussions with coaching staff, managers, advisors, and other athletes, extracting key points from written material
- writing clearly and effectively.

Learners will prepare and be the subject of a media interview; media areas include TV, radio, press, print media (local, national and international). In groups, learners could role play different media interview scenarios where they will describe their own strengths and areas for improvement as a sports performer.

The unit should be delivered in a practical environment wherever possible.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors – Lifestyle and the sports performer (K/505/9949)

Learning outcome 1 Be able to manage own work commitments and leisure time

Learning outcome 2 Know appropriate behaviour for an elite athlete

Learning outcome 3 Know the factors that influence effective career planning

Learning outcome 4 Be able to participate in a media interview

Assessment criteria	Pass	Merit	Distinction
1.1 Produce a realistic plan for work commitments and leisure time	Learners will produce a realistic plan for work commitments and leisure time	Learners will provide justification for their plan with consideration given to both work commitments and leisure time	No distinction for this AC
2.1 Describe the pressures on elite athletes	Learners will describe the pressures on elite athletes	No merit for this AC	No distinction for this AC
2.2 Identify strategies that can be used to deal with pressures on elite athletes	Learners will identify strategies that can be used to deal with pressures on elite athletes	Learners will explain the strategies that elite athletes can use to deal with pressures they face. They will review the effectiveness of each strategy	No distinction for this AC
2.3 Describe appropriate behaviour for elite athletes in different situations	Learners will describe appropriate behaviour for elite athletes in different situations	Learners will provide a detailed description of appropriate behaviour of elite athletes in different situations	Learners will provide a thorough description of appropriate behaviour of elite athletes in different situations. Consideration will be given to the consequences of the behaviour of elite athletes

Grading descriptors – Lifestyle and the sports performer (K/505/9949) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Describe realistic goals in a personal athletic career plan, including second career choices	Learners will describe realistic goals in a personal athletic career plan, including second career choices	Learners will provide a detailed description of the realistic goals identified, including reasons for their second career choice	Learners will provide a detailed description of the realistic goals identified. They will provide a justification on what they have chosen as their second career choice
3.2 Describe the financial issues athletes need to consider	Learners will describe financial issues elite athletes need to consider	No merit for this AC	No distinction for this AC
4.1 Describe the skills needed to communicate and work effectively with others	Learners will describe the skills needed to communicate and work effectively with others	No merit for this AC	No distinction for this AC
4.2 Prepare for and be the subject of a media interview, describing own strengths and areas for improvement	Learners will prepare, and be the subject of, a media interview, describing own strengths and areas for improvement	No merit for this AC	No distinction for this AC

Sports volunteering (D/505/9950)

The learner will:

- 1 Understand the skills, qualities and values that a sports volunteer needs

The learner can:

- 1.1 Explain the skills, qualities and values that a sports volunteer needs
-

The learner will:

- 2 Understand the benefits of volunteering in sport

The learner can:

- 2.1 Describe personal benefits that could be gained from volunteering in sport
 - 2.2 Describe the benefits to the organisation that can be gained through volunteering in sport
 - 2.3 Give examples of stakeholders who benefit from volunteers in sport
-

The learner will:

- 3 Be able to prepare for work as a sports volunteer

The learner can:

- 3.1 Describe reasons to volunteer in a chosen organisation
 - 3.2 Identify ways to find volunteering opportunities
 - 3.3 Identify who to contact in a chosen organisation
 - 3.4 Prepare a letter of application to send to a chosen organisation
-

The learner will:

- 4 Be able to take part in a sports volunteer role

The learner can:

- 4.1 Undertake a sports volunteer role
 - 4.2 Work as part of a team in a sports volunteer role
 - 4.3 Use different methods of communication
 - 4.4 Respond to instructions in an appropriate way
 - 4.5 Evaluate own performance in a sports volunteer role
-

Sports volunteering (D/505/9950) (cont'd)

Assessment guidance

Types of evidence: photographs, witness statements, self-evaluation, report

Assessment criteria: 1.1

Additional information: Learners can consider their role as a sports volunteer to enable them to identify and explain the skills, qualities and values a sports coach needs. Sports and physical activity clubs, groups and organisations need people with many different skills such as marketing, financial, organisational, maintenance and IT as well as sports specific skills. Many volunteers find that their other skills are transferable and can be very useful, for example, someone who works with older people could use these skills to help assist at older peoples' physical activity sessions or someone working in accounts or finance could make an excellent club treasurer.

Learners could consider such qualities as: passion, commitment, positive attitude, dependability and punctuality. An individual's values are part of them and learners could consider what values a sports volunteer may need to be effective in their role. This could include honesty, integrity, kindness, respect. There are many different values that the learner could consider here.

Types of evidence: mind map, report, leaflet

Assessment criteria: 2.1–2.3

Additional information: Learners will describe the personal benefits which could be gained from volunteering in sport. These could include:

- learning new skills such as improved communication, leading sessions, first aid, coaching or officiating, administration
- gaining a wide range of experience such as in organising events, working with young/older people, engaging with people from different backgrounds or fundraising
- enhancing CV
- meeting new people and developing new friendships and networks
- giving something valuable back to the community

Learners will consider the benefits to the organisation through volunteering in sport. This could include gaining additional support for specific activities or events, having access to a specific skill set to meet an identified need within the organisation, having access to a wide range of experience that may otherwise not be available, networking and training opportunities. These lists are not exhaustive and learners are free to consider other benefits to the individual and the organisation from volunteering in sport.

Learners' examples of stakeholders could include customers, neighbours, community groups and external organisations, for example; Sport England, NGBs, local authorities.

Sports volunteering (D/505/9950) (cont'd)

Types of evidence: preparation notes, leaflet, letter

Assessment criteria: 3.1–3.4

Additional information: Learners will choose a sports organisation and describe reasons to volunteer with it. Volunteering may provide the learners with an opportunity to:

- give something back to an organisation that has impacted on a person's life, either directly or indirectly
- make a difference to the lives of others
- help the environment
- help others less fortunate or without a voice
- feel valued and part of a team
- spend quality time away from work or a busy lifestyle
- gain confidence and self-esteem

Learners could check local sources of information to identify sports volunteering opportunities. They can also use a national online resource such as Do-it volunteering database. Learners will need to be clear who to contact within each organisation about volunteering – most sources offering such opportunities provide contact details.

Learners will prepare a letter of application to volunteer with their chosen organisation and should include relevant information such as their skills and experience and potential hours available to volunteer.

Types of evidence: presentation, witness statement, role play

Assessment criteria: 4.1–4.5

Additional information: Sports clubs, groups and organisations are run almost entirely by volunteers working in a wide range of roles. These clubs and organisations are almost always looking for more people to get involved and help out in many different ways. Volunteers are needed to carry out a wide range of roles and tasks including:

- coaches
- officials
- administrators and club secretaries
- match-day helpers
- project managers
- drivers
- event helpers
- team managers
- publicity and marketing
- website design
- making the tea
- fundraising
- maintenance of equipment/buildings

Sports volunteering (D/505/9950) (cont'd)

The learners could work in the college in a fundraising activity in sport to cover 4.1 – 4.4. Alternatively, learners could undertake a sports volunteer role in the community and their supervisor could provide a witness statement outlining the role the learner undertook, how they worked as part of a team when volunteering, their communication skills and how they responded to instructions.

Learners will evaluate their own performance in the sports volunteer role. This could be completed through a professional discussion with the Assessor following completion of the volunteering activity. To get the most benefit from the evaluation, learners could ask for feedback from others involved in the volunteering organisation or event.

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Grading descriptors – Sports volunteering (D/505/9950)

Learning outcome 1 Understand the skills, qualities and values that a sports volunteer needs

Learning outcome 2 Understand the benefits of volunteering in sport

Learning outcome 3 Be able to prepare for work as a sports volunteer

Learning outcome 4 Be able to take part in a sports volunteer role

Assessment criteria	Pass	Merit	Distinction
1.1 Explain the skills, qualities and values that a sports volunteer needs	Learners will explain the skills, qualities and values that a sports volunteer needs	No merit for this AC	No distinction for this AC
2.1 Describe personal benefits that could be gained from volunteering in sport	Learners will describe the personal benefits that could be gained from volunteering in sport	Learners will describe in detail the personal benefits that could be gained from volunteering in sport. They will be able to provide some explanation as to how it will benefit them in the future	No distinction for this AC
2.2 Describe the benefits to the organisation that can be gained through volunteering in sport	Learners will describe the benefits to the organisation that can be gained through volunteering in sport	No merit for this AC	No distinction for this AC
2.3 Give examples of stakeholders who benefit from volunteers in sport	Learners will give examples of stakeholders who benefit from volunteers in sport	No merit for this AC	No distinction for this AC
3.1 Describe reasons to volunteer in a chosen organisation	Learners will describe reasons to volunteer in a chosen organisation	Learners will describe in detail reasons to volunteer in a chosen organisation	No distinction for this AC

Grading descriptors – Sports volunteering (D/505/9950) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.2 Identify ways to find volunteering opportunities	Learners will identify ways to find volunteering opportunities	No merit for this AC	No distinction for this AC
3.3 Identify who to contact in a chosen organisation	Learners will identify who to contact in a chosen organisation	No merit for this AC	No distinction for this AC
3.4 Prepare a letter of application to send to a chosen organisation	Learners will prepare a letter of application to send to a chosen organisation	Learners will prepare a letter that clearly identifies what they are applying for and is free from spelling and grammatical errors	No distinction for this AC
4.1 Undertake a sports volunteer role	Learners will undertake a sports volunteer role	No merit for this AC	No distinction for this AC
4.2 Work as part of a team in a sports volunteer role	Learners will work as part of a team in a sports volunteer role	Learners will make an effective contribution to a team in a sports volunteer role. They will demonstrate a variety of different skills	Learners will make a highly effective contribution to a team in a sports volunteer role. They will demonstrate some leadership skills.
4.3 Use different methods of communication	Learner will use different methods of communication	No merit for this AC	No distinction for this AC
4.4 Respond to instructions in an appropriate way	Learners will respond to instructions in an appropriate way	No merit for this AC	No distinction for this AC

Assessment criteria	Pass	Merit	Distinction
4.5 Evaluate own performance in a sports volunteer role	Learners will evaluate own performance in a sports volunteer role	Learners will provide a detailed evaluation of own performance as a sports volunteer. They will identify some strengths and areas for improvements	Learners will provide a thorough evaluation of their performance in a sports volunteer role. They will analyse their strengths and how they could be utilised in future roles. They will include a development plan to enable them to improve on some of their weaknesses

Work experience in the sports industry (J/505/9974)

The learner will:

- 1 Know the range and scope of organisations and occupations within the sports industry

The learner can:

- 1.1 Describe types of organisations within the sports industry, giving examples
 - 1.2 Describe occupations within the sports industry
 - 1.3 Describe the skills that each occupation requires
-

The learner will:

- 2 Be able to prepare for sport-based work experience

The learner can:

- 2.1 Locate advertisements for jobs from different sources available within the sports industry
 - 2.2 Produce an application for work experience in sport
 - 2.3 Prepare for an interview for work experience in sport
 - 2.4 Undertake an interview for work experience in sport
-

The learner will:

- 3 Be able to plan and carry out a project during sport-based work experience

The learner can:

- 3.1 Plan a project, related to a theme, to be completed during sport-based work experience
 - 3.2 Undertake the project
 - 3.3 Present the project, describing the benefits and identifying areas for improvement
-

The learner will:

- 4 Be able to review sport-based work experience

The learner can:

- 4.1 Review sport-based work experience, identifying own strengths, weaknesses and area for improvement
-

Work experience in the sports industry (J/505/9974) (cont'd)

Assessment guidance

Types of evidence: learner report, assignment, person specification

Assessment criteria: 1.1–1.3

Additional information: Learners will describe different types of organisations within the sports industry and will support their descriptions with examples. The sports industry covers many different areas and the range of occupations within it are wide and varied, from sports coach, fitness instructor and personal trainer to leisure centre worker, outdoor activity instructor and security roles within the industry. The list is not exhaustive. Learners should select three different occupations that interest them and describe them. They may illustrate their descriptions with examples. For each occupation, learners will describe the skills that are required to successfully work in each occupation.

Types of evidence: job application, interview, role play

Assessment criteria: 2.1–2.4

Additional information: Learners need to select an appropriate work-based experience from three advertisements and complete the application process. Wherever possible, learners should be encouraged to use real application forms and job specifications which can be obtained from local employers. The National Careers Service may also be a useful source of information and advice.

Preparation for the interview should include aims and objectives; SMART (specific, measurable, achievable, realistic, time-bound) targets; personal, such as knowledge development; skills development; personal improvement; qualifications; organisational; relating to qualification/study.

Learners need to undertake an interview as an interviewee demonstrating interview skills. This interview may be simulated and it would add greater authenticity to have someone from a sports business, for example, a local sports centre to give the interviews. A Tutor witness statement will be required to confirm achievement.

Types of evidence: planning, diary, report

Assessment criteria: 3.1–3.3

Additional information: Learners need to plan a project for their work-based experience. This must include targets, aims and objectives and also personal and organisational aims, objectives and targets. Learners need to undertake a project within a work-based experience in sport where they could maintain a diary to record activities. The project plan should include planned activities and considerations such as codes of practice, customer care, health and safety, legislation, regulation, equal opportunities, quality assurance and specific skills. The project should be presented, for example, as a report, which will also include the benefits of the project and how it could have been improved.

Work experience in the sports industry (J/505/9974) (cont'd)

Types of evidence: presentation, report, witness testimony

Assessment criteria: 4.1

Additional information: As part of the process to review their sport-based work experience, learners could present evidence of activities and achievements during the work-based experience in sport. Evidence should be presented in an appropriate format such as a written report, verbal presentation or ICT-based presentation. Learners could seek feedback from employers and tutors as part of the review process.

Learners will review the work-based experience in sport, identifying strengths and areas for improvement. The review could include: activities; achievement of goals; aims and objectives; strengths and areas for improvement; evidence and techniques, such as interviews and use of witness testimony; further development; aims and objectives, such as experiences, training and qualifications.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors – Work experience in the sports industry (J/505/9974)

Learning outcome 1 Know the range and scope of organisations and occupations within the sports industry

Learning outcome 2 Be able to prepare for sport-based work experience

Learning outcome 3 Be able to plan and carry out a project during sport-based work experience

Learning outcome 4 Be able to review sport-based work experience

Assessment criteria	Pass	Merit	Distinction
1.1 Describe types of organisations within the sports industry, giving examples	Learners will describe the types of organisations within the sports industry, giving examples	Learners will provide a detailed description of the types of organisations within the sports industry. They will support their evidence with a range of examples	Learners will provide a comprehensive description of the types of organisations within the sports industry. They will demonstrate a thorough understanding by including a wide range of examples
1.2 Describe occupations within the sports industry	Learners will describe occupations within the sports industry	No merit for this AC	No distinction for this AC
1.3 Describe the skills that each occupation requires	Learners will describe the skills that each occupation requires	Learners will provide a detailed description of the skills that each occupation requires	Learners will provide a comprehensive description of the skills that each occupation requires
2.1 Locate advertisements for jobs from different sources available within the sports industry	Learners will locate advertisements for jobs from different sources available within the sports industry	Learners will independently research and locate a range of advertisements for jobs from different sources available within the sports industry	Learners will be inventive in locating advertisements from a wide range of different sources including some less obvious ones for jobs available within the sports industry

Grading descriptors – Work experience in the sports industry (J/505/9974)

Assessment criteria	Pass	Merit	Distinction
2.2 Produce an application for work experience in sport	Learners will produce an application for work experience in sport	Learners will produce an application that is clear and coherent for work experience in sport	Learners will produce an application that is skilfully presented for work experience in sport
2.3 Prepare for an interview for work experience in sport	Learners will prepare for an interview for work experience in sport. They will require some tutor support	Learners will work independently in preparing for an interview for work experience in sport. They will cover all aspects of the interview process	No distinction for this AC
2.4 Undertake an interview for work experience in sport	Learners will undertake an interview for work experience in sport	Learners will confidently undertake an interview for work experience in sport. They will answer questions clearly and confidently	Learner will skilfully undertake an interview for work experience in sport. They will be convincing and creative in answering questions.
3.1 Plan a project, related to a theme, to be completed during sport-based work experience	Learners will plan a project related to a theme, to be completed during sport-based work experience	No merit for this AC	No distinction for this AC
3.2 Undertake the project	Learners will undertake the project	No merit for this AC	No distinction for this AC
3.3 Present the project, describing the benefits and identifying areas for improvement	Learners will present the project, describing the benefits and identifying areas for improvement	Learners will present the project confidently. They will justify the benefits and areas for improvements	Learners will present the project skilfully. They will include an insight into the benefits and areas for improvement

Grading descriptors – Work experience in the sports industry (J/505/9974)

Assessment criteria	Pass	Merit	Distinction
4.1 Review sport-based work experience, identifying own strengths, weaknesses and areas for improvement	Learners will review sports-based work experience, identifying own strengths, weaknesses and areas for improvement	Learners will provide a critical understanding in reviewing the sports-based work experience, identifying own strengths, weaknesses and areas for improvements	Learners will provide a critical judgement in reviewing the sports-based work experience, identifying own strengths, weaknesses and areas for improvement

Plan and set up an enterprising sport business (J/505/9957)

The learner will:

- 1 Be able to plan an enterprising sport business

The learner can:

- 1.1 Explore enterprising sport business ideas
 - 1.2 Explain reasons for chosen sports business idea
 - 1.3 Develop an enterprising sport business plan containing:
 - an outline of sport business to be run
 - aims of the sport business
 - research to support selection of the business idea
 - sources of funding
 - projected budget
 - SMART objectives
 - resources required
 - measures of success
 - identify different roles and responsibilities within the sport business team
 - 1.4 Calculate and review expenditure and income for the enterprising sport project
-

The learner will:

- 2 Understand the skills required to undertake an enterprising sport business

The learner can:

- 2.1 Explain the importance of:
 - effective communication
 - motivation
 - organisation
 - co-operation
 - recognising strengths of others
 - resolving conflict
 - financial awareness
 - 2.2 Evaluate own strengths and weaknesses in relation to the enterprising sport business
-

Plan and set up an enterprising sport business (J/505/9957) (cont'd)

The learner will:

- 3 Be able to set up an enterprising sport business

The learner can:

- 3.1 Set up the enterprising sport business
 - 3.2 Carry out tasks to meet own responsibilities
 - 3.3 Communicate effectively with others involved in the enterprising sport business
-

The learner will:

- 4 Be able to evaluate the enterprising sport business

The learner can:

- 4.1 Review the enterprising sport business against original aims and objectives
 - 4.2 Discuss strengths and weaknesses of the business
 - 4.3 Identify areas for improvement
-

Assessment guidance

Types of evidence: research, business plan, income and expenditure calculations

Assessment criteria: 1.1–1.4

Additional information Learners will explore enterprising sport business ideas and should be encouraged to consider local needs and opportunities to enable them to achieve this. This will also support achievement of 1.2 when they will explain the reasons for their choice of sports business idea.

Learners will develop a business plan for their enterprising sports business. The plan should be for the first 6 months of the sports business operation. They should ensure they cover all areas listed within the assessment criteria. Learners may complete this work individually or as a group. If they are working as a group to develop the business plan, each individual learner's contribution should be clearly identified.

Learners will calculate and review the income and expenditure for the enterprising sport business and should reflect any proposed activities set out in the business plan. To support learners with this, they could be provided with simple exercises based on planning and managing a personal budget, such as a family or individual situation, for practising basic calculation techniques. The level of calculations should reflect the functional skills mathematics standards for learners at this level.

Plan and set up an enterprising sport business (J/505/9957) (cont'd)

Types of evidence: witness statement from group discussion, assignment, learner notes

Assessment criteria: 2.1, 2.2

Additional information Learners will understand the skills required to undertake an enterprising sports business. They could work as a group to discuss and explain the importance of key business skills, such as effective communication, motivation, organisation, co-operation, recognising others strengths, conflict resolution and financial awareness. If a group discussion is held then Assessors could record (using audio or video), ensuring that individual learner contribution is clearly identified.

Learners will evaluate their own strengths and areas for improvement in the skills necessary to running an enterprising sport business. They could note the relevant skills at the start of the development of the sports business and then review them again at the end of the appropriate time frame and reflect on how their skills have developed, highlighting any further areas for development.

Types of evidence: Assessor or witness observation, learner log or diary

Assessment criteria: 3.1, 3.3

Additional information Learners will set up their enterprising sports business according to the business plan and budget they produced. It is recommended that they keep a log or diary of activities and so on whilst setting up and running the sports business to support review and reflection later on. Learners will complete all agreed tasks to meet their own responsibilities in the sports business and should ensure that what they do is in line with the business plan requirements. Learners will also ensure that they can communicate effectively with others involved in the business. This will be through verbal and written communication.

Assessors can observe learners as they carry out activities for the sports business and could use an observation checklist of witness testimony to record this evidence. Depending on the nature of the task to be completed, assessors could record them and the video recordings could be used to support any observation checklists.

Types of evidence: presentation/records of professional discussion

Assessment criteria: 4.1–4.3

Additional information Learners will review the enterprising sport business at the end of the specified period of operation. They should consider their achievements against the original aims and objectives set out in the business plan. As part of the review, they will discuss the strengths and weaknesses of the sports business. If appropriate, they could include the next steps for the business, such as whether it will continue or be wound up. Learners will identify areas for improvement in the business and in their own skills and approach to the business tasks.

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Grading descriptors – Plan and set up an enterprising sport business (J/505/9957)

Learning outcome 1 Be able to plan an enterprising sport business

Learning outcome 2 Understand the skills required to undertake an enterprising sport business

Learning outcome 3 Be able to set up an enterprising sport business

Learning outcome 4 Be able to evaluate the enterprising sport business

Assessment criteria	Pass	Merit	Distinction
1.1 Explore enterprising sport business ideas	Learners will explore enterprising sport business ideas	No merit for this AC	No distinction for this AC
1.2 Explain reasons for chosen sports business idea	Learners will explain reasons for chosen sports business idea	Learners will provide detailed explanations for chosen sports business idea. They will include some justification for their choice	Learners will provide comprehensive reasons for chosen sports business. They will include a critical judgement of their selection

Grading descriptors – Plan and set up an enterprising sport business (J/505/9957) (cont'd)

Assessment criteria	Pass	Merit	Distinction
1.3 Develop an enterprising sport business plan containing: <ul style="list-style-type: none"> • an outline of sport business to be run • aims of the sport business • research to support selection of the business idea • sources of funding • projected budget • SMART objectives • resources required • measures of success • identify different roles and responsibilities within the sport business team 	<p>Learners will develop an enterprising sport business plan containing:</p> <ul style="list-style-type: none"> • an outline of sport business to be run • aims of the sport business • research to support selection of the business idea • sources of funding • projected budget • SMART objectives • resources required • measures of success • identify different roles and responsibilities within the sport business team <p>Learners will require some tutor support</p>	<p>Learners will develop a plan that is detailed and coherent. The plan will be realistic and will include some justification for their plans. Learners will require minimum tutor support</p>	<p>Learners will produce a comprehensive plan. They will use their own initiative and demonstrate the ability to be creative throughout the planning process. Learners will work independently</p>
1.4 Calculate and review expenditure and income for the enterprising sport project	<p>Learners will calculate and review expenditure and income for the enterprising sport business</p>	<p>No merit for this AC</p>	<p>No distinction for this AC</p>

Grading descriptors – Plan and set up an enterprising sport business (J/505/9957) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Explain the importance of: <ul style="list-style-type: none"> • effective communication • motivation • organisation • co-operation • recognising strengths of others • resolving conflict • financial awareness 	Learners will explain the importance of: <ul style="list-style-type: none"> • effective communication • motivation • organisation • co-operation • recognising strengths of others • resolving conflict • financial awareness 	Learners will provide a detailed explanation of the importance of effective communication, motivation, organisation, co-operation, recognising strengths of others, resolving conflict and financial awareness. They will support their evidence with some examples	Learners will provide a comprehensive explanation of the importance of effective communication, motivation, organisation, co-operation, recognising strengths of others, resolving conflict and financial awareness. They will support their evidence with a wide range of examples
2.2 Evaluate own strengths and weaknesses in relation to the enterprising sport business	Learners will evaluate own strengths and weaknesses in relation to the enterprising sport business	Learners will confidently evaluate their own strengths and weaknesses in relation to the enterprising sport business. They will clearly identify realistic suggestions for personal development	Learners will provide a thorough evaluation of their own strengths and weaknesses in relation to the enterprising sport business. They will provide an insight into how improvements can be made including convincing suggestions regarding future personal development

Grading descriptors – Plan and set up an enterprising sport business (J/505/9957) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Set up the enterprising sport business	Learners will set up the enterprising sport business	No merit for this AC	No distinction for this AC
3.2 Carry out tasks to meet own responsibilities	Learners will carry out tasks to meet own responsibilities	Learners will carry out tasks to meet own responsibilities. They will demonstrate the ability to use their own initiative and perform confidently	Learners will carry out tasks to meet own responsibilities. They will demonstrate some advanced skills including the ability to lead the group
3.3 Communicate effectively with others involved in the enterprising sport business	Learners will communicate effectively with others involved in the enterprising sport business	Learners will communicate confidently with others involved in the enterprising sport business	No distinction for this AC
4.1 Review the enterprising sport business against original aims and objectives	Learners will review the enterprising sport business against original aims and objectives	Learners will provide a coherent review of all aspects of the business. They will justify how the business met the original aims and objectives	Learners will review and explore all aspects of the sports business. They will include a critical judgement as to how the business met its original aims and objectives
4.2 Discuss strengths and weaknesses of the business	Learners will discuss strengths and weaknesses of the business	Learners will demonstrate a critical understanding of the strengths and weaknesses of the business	Learners will demonstrate a critical judgement of the strengths and weaknesses of the business
4.3 Identify areas for improvement	Learners will identify areas for improvement	No merit for this AC	No distinction for this AC

Strength and conditioning training (T/505/9968)

The learner will:

- 1 Understand muscle function in strength and conditioning training

The learner can:

- 1.1 Describe the basic structure of skeletal tissue
 - 1.2 Name and locate the:
 - anterior skeletal muscles
 - posterior skeletal muscles
 - 1.3 Describe the different types of muscle action
 - 1.4 Identify the joint actions brought about by specific muscle group contractions
-

The learner will:

- 2 Understand the training responses of the body to strength and conditioning training

The learner can:

- 2.1 Give examples of strength and conditioning training exercises
 - 2.2 Identify the importance of strength and conditioning training in:
 - improving sports specific performance
 - preventing injury
 - improving posture
-

The learner will:

- 3 Understand strength and conditioning training techniques

The learner can:

- 3.1 Identify safe strength and conditioning exercise techniques
 - 3.2 Identify exercises that support core stability development
 - 3.3 Describe different training methods for developing strength and endurance
 - 3.4 Define 'periodisation'
-

Strength and conditioning training (T/505/9968) (cont'd)

The learner will:

- 4 Be able to prepare and carry out a strength and conditioning session

The learner can:

- 4.1 Develop a session plan with specific goals
 - 4.2 Set up equipment according to a session plan
 - 4.3 Provide technically correct explanations and demonstrations appropriate to participant's needs and level of experience
 - 4.4 Adapt sessions to respond to the participant's needs
 - 4.5 Conclude the session appropriately
-

The learner will:

- 5 Be able to evaluate a strength and conditioning session

The learner can:

- 5.1 Evaluate a strength and conditioning session including:
 - strengths
 - development areas
 - effectiveness of the session
 - health, safety and welfare
 - 5.2 Review participant's performance
 - 5.3 Measure participant's progress against planned goals
-

Assessment guidance

Types of evidence: report, annotated diagrams

Assessment criteria: 1.1–1.4

Additional information: Learners could use labelled diagrams to identify the musculoskeletal system including the anterior skeletal muscles and posterior skeletal muscles. This could be supported by a report that describes the basic structure of the skeletal tissue, describes the different types of muscle actions and identifies joint actions brought about by specific muscle group contractions. To support their understanding of muscle function in strength and conditioning training, learners should consider the muscular systems, antagonistic pairs and different types of contractions. They could also identify the different types of muscles and how they respond to strength and conditioning training.

Strength and conditioning training (T/505/9968) (cont'd)

Types of evidence: written assignment, induction booklet

Assessment criteria: 2.1–2.3, 3.1–3.4

Additional information: Learners could design an induction booklet for strength and conditioning training and provide examples of different training exercises that could be used. For example, resistance training, cardiovascular training and circuit training. If appropriate, they could include photographic evidence of themselves or their peers performing the exercises. As part of the induction booklet, learners will identify the importance of strength and condition training and could describe it in terms of the positive impact it can have on improving sports specific performance, preventing injury and improving posture. Learners will identify when and how to adapt a training programme.

Learners will identify safe strength and conditioning exercise techniques and will consider a range of health and safety factors that supports this. Exercises that support the development of core stability will be identified and could be demonstrated and recorded as photographic evidence. Learners should also describe different training methods for developing strength and endurance and could provide examples to support this. Finally, learners will define periodisation, and could cover progressive overload, specificity and reversibility, the microcycle, mesocycle and macrocycle in their definition.

Types of evidence: session plans, observation record

Assessment criteria: 4.1–4.5

Additional information: Learners will develop a session plan which considers a range of factors. This will include the aims of the session, the participants and ensuring that intensity levels meet their needs, timings, warm up and cool down requirements and contingencies.

Assessor observation record/checklist could be used to identify whether learners in carrying out their session have used appropriate communication skills in meeting the requirements of the participants and providing the technically correct instructions or explanations and appropriate demonstrations. Evidence will also need to include how learners have monitored and adapted the sessions to meet the different levels of ability and fitness of the participants. When concluding the session, learners need to have an appropriate cool-down, provide opportunities for feedback and ensure that all equipment is put away safely.

Strength and conditioning training (T/505/9968) (cont'd)

Types of evidence: questionnaires, report, video analysis, observation checklists

Assessment criteria: 5.1–5.3

Additional information: Learners could use of a variety of methods to evaluate a strength and conditioning session. Learners could carry out a self-analysis and obtain feedback via questionnaires from the participants. Consideration could be given to the outcome of the session against the targets and objectives set in the training programme. Learners should evaluate the strengths and development areas of the session, the effectiveness of the session and whether an acceptable standard of health, safety and welfare was maintained during the session.

Video analysis could be used to review the participants' performance and to identify whether they have met planned goals. The design of observation checklists would enable learners to clearly identify whether targets have been met and identify strengths and areas for improvement.

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Grading descriptors – Strength and conditioning training (T/505/9968)

Learning outcome 1 Understand muscle function in strength and conditioning training

Learning outcome 2 Understand the training responses of the body to strength and conditioning training

Learning outcome 3 Understand strength and conditioning training techniques

Learning outcome 4 Be able to prepare and carry out a strength and conditioning session

Learning outcome 5 Be able to evaluate a strength and conditioning session

Assessment criteria	Pass	Merit	Distinction
1.1 Describe the basic structure of skeletal tissue	Learners will describe basic structure of skeletal tissue	No merit for this AC	No distinction for this AC
1.2 Name and locate the: <ul style="list-style-type: none"> • anterior skeletal muscles • posterior skeletal muscles 	Learners will name and locate the: <ul style="list-style-type: none"> • anterior skeletal muscles • posterior skeletal muscles 	No merit for this AC	No distinction for this AC
1.3 Describe the different types of muscle action	Learners will describe the different types of muscle action	Learners will provide a detailed description of the different types of muscle action. They will include clear and coherent links to strength and conditioning training	Learners will provide a comprehensive description of the different types of muscle action. They will demonstrate a thorough understanding by linking their information to strength and conditioning training

Grading descriptors – Strength and conditioning training (T/505/9968) (cont'd)

Assessment criteria	Pass	Merit	Distinction
1.4 Identify the joint actions brought about by specific muscle group contractions	Learners will identify the joint actions brought about by specific muscle group contractions	Learners will clearly identify the joint actions brought about by specific muscle group contractions. There will be some links to strength and conditioning training	Learners will identify and explore the joint actions brought about by specific muscle group contractions. They will demonstrate a thorough understanding by linking their information to strength and conditioning training
2.1 Give examples of strength and conditioning training exercises	Learners will give examples of strength and conditioning training	No merit for this AC	No distinction for this AC
2.2 Identify the importance of strength and conditioning training in: <ul style="list-style-type: none"> • improving sports specific performance • preventing injury • improving posture 	Learners will identify the importance of strength and conditioning training in: <ul style="list-style-type: none"> • improving sports specific performance • preventing injury • improving posture 	Learners will justify the importance of strength and conditioning training in improving sports performance, preventing injury and improving posture	Learners will provide a convincing explanation into the importance of strength and conditioning training in improving sports performance, preventing injury and improving posture
3.1 Identify safe strength and conditioning exercise techniques	Learners will identify safe strength and conditioning exercise techniques. They will require some tutor support	No merit for this AC	No distinction for this AC

Grading descriptors – Strength and conditioning training (T/505/9968) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.2 Identify exercises that support core stability development	Learners will identify exercises that support core stability development	No merit for this AC	No distinction for this AC
3.3 Describe different training methods for developing strength and endurance	Learners will describe different training methods for developing strength and endurance	Learners will provide a detailed description of a range of different training methods for developing strength and endurance	Learners will provide a comprehensive description of a wide range of different training methods for delivering strength and endurance
3.4 Define 'periodisation'	Learners will define 'periodisation'	No merit for this AC	No distinction for this AC
4.1 Develop a session plan with specific goals	Learners will develop a session plan with specific goals	Learners will develop a session plan that is detailed and realistic	Learners will develop a session plan that is comprehensive and inventive
4.2 Set up equipment according to a session plan	Learners will set up equipment according to a session plan. They will require some tutor support	Learners will independently set up equipment	No distinction for this AC
4.3 Provide technically correct explanations and demonstrations appropriate to participant's needs and level of experience	Learners will provide technically correct explanations and demonstrations appropriate to participant's needs and level of experience. They will require some tutor support	Learners will clearly and coherently provide correct explanations and demonstrations appropriate to participant's needs and level of experience. They will use their own initiative in delivering the session	Learners will fluently provide technically correct explanations and demonstrations appropriate to participant's needs and level of experience. The sessions will be creative and inventive

Grading descriptors – Strength and conditioning training (T/505/9968) (cont'd)

Assessment criteria	Pass	Merit	Distinction
4.4 Adapt sessions to respond to the participant's needs	Learners will adapt sessions to respond to the participant's needs. They will require some tutor support	Learners will use their own initiative in adapting sessions to respond to participant's needs. Their changes will be realistic	Learners will be inventive in adapting sessions to respond to participant's needs. The changes will be perceptive and fully meet the needs of participants
4.5 Conclude the session appropriately	Learners will conclude the session appropriately	No merit for this AC	No distinction for this AC
5.1 Evaluate a strength and conditioning session including: <ul style="list-style-type: none"> • strengths • development areas • effectiveness of the session • health, safety and welfare 	Learners will evaluate a strength and conditioning session: <ul style="list-style-type: none"> • strengths • development areas • effectiveness of the session • health, safety and welfare 	Learners will show a critical understanding when evaluating the strength and conditioning session including strengths, development area, effectiveness of the session and health, safety and welfare	Learners will use critical judgement when evaluating a strength and conditioning session, including strengths, development area, effectiveness of the session and health, safety and welfare
5.2 Review participant's performance	Learners will review participant's performance	Learners will provide a detailed review of participant's performance	Learners will provide a comprehensive review of participant's performance
5.3 Measure participant's progress against planned goals	Learners will measure participant's progress against planned goals	Learners will measure participant's progress against planned goals. Their results will be accurate and clearly linked to targets	Learners will measure participant's progress against planned goals. Learners will provide clear insight into the progress made in meeting targets

Development of personal fitness through training (T/505/9971)

The learner will:

- 1 Know the fitness, training and psychological requirements of sport

The learner can:

- 1.1 Identify the components of physical fitness
 - 1.2 Describe fitness training methods
 - 1.3 Identify psychological factors that affect achieving fitness goals
 - 1.4 Identify importance of target setting in achieving fitness goals
 - 1.5 Explain the importance of reviewing goals for personal development and future improvement
-

The learner will:

- 2 Know the lifestyle factors that affect sports training and performance

The learner can:

- 2.1 Identify lifestyle factors that affect individual training and performance levels
 - 2.2 Identify barriers to sports participation and training
 - 2.3 Describe methods of overcoming barriers to sports participation and training
-

The learner will:

- 3 Be able to plan and implement a personal fitness training programme

The learner can:

- 3.1 Conduct appropriate fitness tests to measure own fitness levels
 - 3.2 Identify short-, medium- and long-term goals for a personal training programme
 - 3.3 Create a specific training programme that incorporates the principles of training
 - 3.4 Undertake a personal training programme, keeping a record of fitness training sessions
-

The learner will:

- 4 Be able to review a personal fitness training programme

The learner can:

- 4.1 Conduct appropriate fitness tests post-fitness training programme to measure improvement
 - 4.2 Identify areas for development and adaptation of the fitness training programme
 - 4.3 Review short-, medium- and long-term goals
-

Development of personal fitness through training (T/505/9971) (cont'd)

Assessment guidance

Types of evidence: fitness plans, PowerPoint presentation

Assessment criteria: 1.1–1.5

Additional information: Learners could prepare and present a plan which identifies methods required to improve personal fitness. They will identify all the components of physical fitness. It is important that learners focus on physical fitness and not skill related fitness. They will propose different methods that may help them improve their fitness levels with consideration given to at least five different methods. As part of their plan, they will identify different psychological factors such as motivation that will affect the ability to improve their fitness levels.

Plans will include long-and short-term goals and will identify how they will help the learners improve their level of fitness. Strategies will form part of the plan to continually review goals to ensure that improvements in fitness are maintained and improved in the future.

Types of evidence: group discussion, observation record, preparation notes

Assessment criteria: 2.1–2.3

Additional information: Learners could take part in a group discussion in which they discuss lifestyle factors including their impact on fitness, barriers to participation and training and methods to overcome them. Learners should link the discussion to their own circumstances. Evidence for the discussion will include learner preparation notes and Tutor observation records will clearly identify the individual contribution to the group discussion.

Development of personal fitness through training (T/505/9971) (cont'd)

Types of evidence: training plan, fitness test results, professional discussion

Assessment criteria: 3.1–3.4, 4.1–4.3

Additional information: These assessment criteria provide an opportunity for the learners to take part in a range of practical sessions and measure their levels of personal fitness and identify methods to improve. Learners could utilise the training plans that they devised for Learning Outcome 1 and will ensure that they include short-, medium- and long-term goals. A training diary/logbook could be used to identify what they did at each training session including timings, frequency and intensity. It would include any modifications and adaptations made and the learner would explain the reasons for the changes. Tests could be used to measure fitness level before starting the programme and after. When conducting tests consideration should be given to the different components of fitness. To assess their levels learners could use normative data and compare their own results against the benchmark.

A professional discussion with the Assessor would enable the learner the opportunity to review their programme including any adaptations made, areas of strength and areas for improvement. Learners will review their short-, medium- and long-term goals and identify whether they have met them or not.

These learning outcomes provide an opportunity for the learners to take part in a range of practical sessions and measure their levels of personal fitness and identify methods to improve.

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Grading descriptors – Development of personal fitness through training (T/505/9971)

Learning outcome 1 Know the fitness, training and psychological requirements of sport

Learning outcome 2 Know the lifestyle factors that affect sports training and performance

Learning outcome 3 Be able to plan and implement a personal fitness training programme

Learning outcome 4 Be able to review a personal fitness training programme

Assessment criteria	Pass	Merit	Distinction
1.1 Identify the components of physical fitness	Learners will identify the components of physical fitness	No merit for this AC	No distinction for this AC
1.2 Describe fitness training methods	Learners will describe fitness training methods	Learners will provide a detailed description of fitness training methods	Learners will provide a comprehensive explanation of fitness training methods
1.3 Identify psychological factors that affect achieving fitness goals	Learners will identify psychological factors that affect achieving fitness goals	Learners will clearly identify the psychological factors that affect achieving fitness goals. They will support their evidence with some examples	Learners will provide an insight into the psychological factors that affect achieving fitness goals. They will support their evidence with a wide range of examples
1.4 Identify importance of target setting in achieving fitness goals	Learners will identify importance of target setting in achieving fitness goals	No merit for this AC	No distinction for this AC
1.5 Explain the importance of reviewing goals for personal development and future improvement	Learners will explain the importance of reviewing goals for personal development and future improvement	Learners will justify the importance of reviewing goals for personal development and future improvement	Learners will explore the importance of reviewing goals for personal development and future improvement

Grading descriptors – Development of personal fitness through training (T/505/9971) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Identify lifestyle factors that affect individual training and performance levels	Learners will identify lifestyle factors that affect individual training and performance levels	No merit for this AC	No distinction for this AC
2.2 Identify barriers to sports participation and training	Learners will identify barriers to sports participation and training	Learners will provide a critical understanding of the barriers to sports participation and training	Learners will provide a critical judgement of the barriers to sports participation and training
2.3 Describe methods of overcoming barriers to sports participation and training	Learners will describe methods of overcoming barriers to sports participation and training	Learners will provide a critical understanding of the different methods of overcoming barriers to sports participation and training	Learners will provide an insight into the methods that can be used to overcome barriers to sports participation and training
3.1 Conduct appropriate fitness tests to measure own fitness levels	Learners will conduct appropriate fitness tests to measure own fitness levels. They will require some tutor support	Learners will use their initiative and demonstrate confidence to conduct appropriate fitness tests to measure own fitness levels	Learners will show creativity and skilfully conduct appropriate fitness tests to measure own fitness levels
3.2 Identify short-, medium- and long-term goals for a personal training programme	Learners will identify short-, medium- and long-term goals for a personal training programme	No merit for this AC	No distinction for this AC
3.3 Create a specific training programme that incorporates the principles of training	Learners will create a specific training programme that incorporates the principles of training	Learners will create a specific training programme that is coherent and realistic and incorporates the principles of training	Learners will create a specific training programme that is original and thorough and incorporates the principles of training

Grading descriptors – Development of personal fitness through training (T/505/9971) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.4 Undertake a personal training programme, keeping a record of fitness training sessions	Learners will undertake a personal training programme, keeping a record of fitness training sessions. They will require some tutor support	Learners will undertake a personal training programme, keeping a record of fitness training sessions. They will demonstrate initiative and maintain detailed records of their sessions	Learners will undertake a personal training programme, keeping a record of fitness training sessions. They will demonstrate creativity and maintain comprehensive records
4.1 Conduct appropriate fitness tests post-fitness training programme to measure improvement	Learners will conduct appropriate fitness tests post-fitness training programme to measure improvement. They will require some tutor support	Learners will use their own initiative to conduct appropriate fitness tests post-fitness training programme to measure improvement	No distinction for this AC
4.2 Identify areas for development and adaptation of the fitness training programme	Learners will identify areas for development and adaptation of the fitness training programme	No merit for this AC	No distinction for this AC
4.3 Review short-, medium- and long-term goals	Learners will review short-, medium- and long-term goals	Learners will provide a detailed realistic review of short-, medium- and long-term goals	Learners will provide a thorough and comprehensive review of short-, medium- and long-term goals

Introduction to sports massage (A/505/9972)

The learner will:

- 1 Know basic anatomy and physiology requirements for sports massage

The learner can:

- 1.1 Describe the role of the circulation system in sports massage
 - 1.2 Describe the basic structure of skeletal tissue
 - 1.3 Identify the joint actions brought about by specific muscle group contractions
 - 1.4 Identify skeletal muscle fibre types and their characteristics
 - 1.5 Name and locate the anterior and posterior skeletal muscles
 - 1.6 Identify the different types of posture
-

The learner will:

- 2 Know the benefits and effects of sports massage

The learner can:

- 2.1 Identify the physical and mechanical effects of sports massage
 - 2.2 Describe the psychological benefits of sports massage on an athlete
 - 2.3 Describe the physiological benefits of sports massage on an athlete
-

The learner will:

- 3 Know sports massage requirements

The learner can:

- 3.1 Identify components of initial consultation, including informed consent
 - 3.2 Describe the importance of gaining client medical history
 - 3.3 Identify good communication practice with clients
-

The learner will:

- 4 Know how to assist in sports massage sessions

The learner can:

- 4.1 Identify health and safety requirements in preparation for sports massage
 - 4.2 Identify different massage techniques
 - 4.3 Identify the appropriate use of oils, creams and lotions
 - 4.4 Demonstrate safe and effective sports massage
-

Introduction to sports massage (A/505/9972) (cont'd)

The learner will:

- 5 Be able to identify and advise on sports massage aftercare

The learner can:

- 5.1 Identify other agencies and professionals that may be referred to
 - 5.2 Describe aftercare for common injuries and treatments
 - 5.3 Identify any further treatment
-

Assessment guidance

Types of evidence: report, diagrams

Assessment criteria: 1.1–1.6

Additional information: Learners could use labelled diagrams to identify the musculoskeletal system including the anterior skeletal muscles and posterior skeletal muscles. This could be supported by a report that describes the basic structure of the skeletal tissue, describes different types of muscle actions and identifies joint actions and identifies skeletal muscle fibre types and their characteristics. They need to consider muscular systems, antagonistic pairs and different type of contractions. They will identify the different types of muscles and how they respond to massage.

Descriptions of the how massage can improve the circulation system should be linked to sport and the impact it has on the sports performer including relieving tension and stress.

Learners could use diagrams to identify different posture types.

Types of evidence: poster, leaflet

Assessment criteria: 2.1–2.3

Additional information: Learners could design a poster or leaflet that could promote the physical, physiological and psychological benefits of sport massage. The promotional material needs to be clearly linked to sport including improving physical fitness and performance, injury prevention and the repair of injured muscle.

Introduction to sports massage (A/505/9972) (cont'd)

Types of evidence: consent forms, professional discussion, observation record, checklist

Assessment criteria: 3.1–3.3, 4.1–4.4

Additional information: Prior to assisting with sports massage, learners need to consider a range of protocols. This includes obtaining a signed consent form from the participant and completion of documentation, including identification of medical history and sport they take part in. This could be assessed by a documented professional discussion with the Assessor.

Assessor observation record/checklist could be used to identify whether the learners, in assisting the sports massage, have identified all the health and safety requirements, used different massage techniques that are appropriate to sport and used oils, creams and lotions. When assisting with the massage, learners should have used appropriate communication skills in meeting the requirements of the participant, provided the correct massage and considered their welfare.

Type of evidence: report

Assessment criteria: 5.1–5.3

Additional information: Learners could produce a report in which they discuss the different types of aftercare treatments and the agencies that clients can be referred to for further advice and guidance. Learners will also identify any further treatment required. Descriptions needed to be linked to sports injuries and rehabilitation programmes.

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Grading descriptors – Introduction to sports massage (A/505/9972)

Learning outcome 1 Know basic anatomy and physiology requirements for sports massage

Learning outcome 2 Know the benefits and effects of sports massage

Learning outcome 3 Know sports massage requirements

Learning outcome 4 Know how to assist in sports massage sessions

Learning outcome 5 Be able to identify and advise on sports massage aftercare

Assessment criteria	Pass	Merit	Distinction
1.1 Describe the role of the circulation system in sports massage	Learners will describe the role of the circulation system in sports massage	Learners will provide a detailed description of the role of the circulation system in sports massage	Learners will provide a comprehensive description of the role of the circulation system in sports massage
1.2 Describe the basic structure of skeletal tissue	Learners will describe the basic structure of skeletal tissue	Learners will describe in detail the basic structure of skeletal tissue	Learners will provide a comprehensive description of the basic structure of skeletal tissue
1.3 Identify the joint actions brought about by specific muscle group contractions	Learners will identify the joint actions brought about by specific muscle group contractions	No merit for this AC	No distinction for this AC
1.4 Identify skeletal muscle fibre types and their characteristics	Learners will identify skeletal muscle fibre types and their characteristics	Learners will identify skeletal muscle fibre types and provide a detailed explanation of their characteristics	Learners will identify skeletal muscle fibre types and provide a comprehensive explanation of their characteristics
1.5 Name and locate the anterior and posterior skeletal muscles	Learners will name and locate the anterior and posterior skeletal muscles	No merit for this AC	No distinction for this AC
1.6 Identify the different types of posture	Learners will identify the different types of posture	No merit for this AC	No distinction for this AC

Grading descriptors – Introduction to sports massage (A/505/9972) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Identify the physical and mechanical effects of sports massage	Learners will identify the physical and mechanical effects of sports massage	No merit for this AC	No distinction for this AC
2.2 Describe the psychological benefits of sports massage on an athlete	Learners will describe the psychological benefits of sports massage on an athlete	Learners will describe in detail the psychological benefits of sports massage on an athlete	Learners will provide a comprehensive description of psychological benefits of sports massage on an athlete
2.3 Describe the physiological benefits of sports massage on an athlete	Learners will describe the physiological benefits of sports massage on an athlete	Learners will demonstrate a critical understanding of physiological benefits of sports massage on an athlete	Learners will demonstrate a critical judgement of the physiological benefits of sports massage on an athlete
3.1 Identify components of initial consultation, including informed consent	Learners will identify components of initial consultation, including informed consent	No merit for this AC	No distinction for this AC
3.2 Describe the importance of gaining client medical history	Learners will describe the importance of gaining client medical history	Learners will describe in detail the importance of gaining client medical history	Learners will provide convincing reasons for the importance of gaining client medical history
3.3 Identify good communication practice with clients	Learners will identify good communication practice with athletes	No merit for this AC	No distinction for this AC

Grading descriptors – Introduction to sports massage (A/505/9972) (cont'd)

Assessment criteria	Pass	Merit	Distinction
4.1 Identify health and safety requirements in preparation for sports massage	Learners will identify health and safety requirements in preparation for sports massage	Learners will clearly identify the health and safety requirements for sports massage	No distinction for this AC
4.2 Identify different massage techniques	Learners will identify different massage techniques	No merit for this AC	No distinction for this AC
4.3 Identify the appropriate use of oils, creams and lotions	Learners will identify the appropriate use of oils, creams and lotions	No merit for this AC	No distinction for this AC
4.4 Demonstrate safe and effective sports massage	Learners will demonstrate safe and effective sports massage. They will require some tutor support	Learners will confidently demonstrate safe and effective sports massage	Learners will skilfully demonstrate safe and effective sports massage
5.1 Identify other agencies and professionals that may be referred to	Learners will identify other agencies and professionals that may be referred to	No merit for this AC	No distinction for this AC
5.2 Describe aftercare for common injuries and treatments	Learner will describe aftercare for common injuries and treatments	Learners will provide a detailed description of aftercare for common injuries and treatments	Learners will provide a thorough description of aftercare for common injuries and treatments.
5.3 Identify further treatment	Learners will identify further treatment	No merit for this AC	No distinction for this AC

Factors affecting participation in sport and physical activity (F/505/9973)

The learner will:

- 1 Understand what affects individuals' participation in sport

The learner can:

- 1.1 Identify factors that affect individuals' participation in sport, including:
 - gender
 - age
 - socio-economic class
 - ethnicity
 - disability
 - finance
 - 1.2 Identify barriers which affect individuals' participation in sport
 - 1.3 Explain strategies to improve participation rates in sport
-

The learner will:

- 2 Understand how sports participation and physical activities in the UK are influenced by politics

The learner can:

- 2.1 Describe how the National Curriculum can have an impact on sport participation in the UK
 - 2.2 Describe how government spending or spending cuts can affect provision and participation in sport
 - 2.3 Show how economics and the state of the economy are directly linked to sport participation
-

The learner will:

- 3 Understand how the media and technology influence participation in sport and physical activity

The learner can:

- 3.1 Explain how certain aspects of the media can increase participation in sport and physical activity. Focus on:
 - television
 - sponsorship
 - advertisements
 - newspapers
 - 3.2 Explain how the media can have a negative effect on sports participation and physical activity
 - 3.3 Explain how technology can influence participation in sport and physical activity
-

Factors affecting participation in sport and physical activity (F/505/9973) (cont'd)

The learner will:

- 4 Understand why people participate in sport and physical activity

The learner can:

- 4.1 Identify the different reasons why people participate in sport and physical activity
 - 4.2 Describe the benefits of participating in sport and physical activity
 - 4.3 Describe ways of promoting information on recommended levels of physical activity to individuals
 - 4.4 Identify how peer group pressure can be linked directly to individual participation in sport and physical activity
-

Assessment guidance

Types of evidence: presentation/assignment/report/professional discussion

Assessment criteria: 1.1–1.3

Additional information: Learners will identify factors that can affect an individual's participation in sport, including gender, age, socio-economic class, ethnicity, disability and financial restrictions. Learners could provide examples of how these factors have affected participation in sport and also identify barriers which affect participation in sport, which could include: resources, lifestyle, health, personal fitness levels and time.

Learners should research different strategies that have been used to improve participation rates in sport. Learners could conduct their research in their local or regional area, identifying examples of how factors and barriers to participation in sport have been overcome.

Types of evidence: report/assignment/presentation professional discussion

Assessment criteria: 2.1–2.3

Additional information: Learners will understand the impact of the National Curriculum on Sport in the UK. Participation in sport often first occurs in schools and learners will need to understand how delivery of sport in schools can impact on an individual pursuing the sport beyond school life.

The learner will understand and describe how government spending or spending cuts can affect provision and participation in sport. They can further explore this when they show how economics and the state of the economy are directly linked to sport participation. Case studies of different government initiatives in sport could be used to show how numbers have increased/decreased due to the initiative. Learners could provide examples from their own experience or local or regional area.

Factors affecting participation in sport and physical activity (F/505/9973) (cont'd)

Types of evidence: assignment/presentation/professional discussion

Assessment criteria: 3.1–3.3

Additional information: The learning outcomes require the learner to understand how the media and technology influence participation in sport. Learners will explain how aspects of the media can increase participation in sport and physical activity. Learners will focus on television, sponsorship, advertisements and newspapers. Learners should explain the negative effects of the media in sport and could present the information in a table outlining the positive and negative impacts of media in sport.

Learners could use case studies of different types of media coverage can be used to influence participation in sport such as increased usage of tennis courts during major televised tennis tournaments, media coverage of major sporting events such as the Olympic Games can lead to increased participation in a range of sport and so on.

Types of evidence: Interviews/questionnaires/case studies /professional discussion/
presentation/assignment /report

Assessment criteria: 4.1–4.4

Additional information: Learners will identify the different reasons why people participate in sport and physical activity. Learners could gather information from individuals who participate in sport or physical activity by means of interview, questionnaire or other suitable method. This information could then be used to support the learners' findings. Learners will also describe the benefits of participating in sport and physical activity and should include physical, physiological and psychological benefits. This description could be supported through evidence generated by questionnaires or interviews with individuals who participate in sport or physical activity.

Learners will describe the different ways of promoting information on recommended levels of physical activity to individuals. They can investigate a range of sources that provide information on recommended levels of physical activity and could draw comparisons between them.

Learners will also explore the influence of peer group pressure on individual participation in sport and physical activity. They could support their findings with evidence from interviews or questionnaires.

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Grading descriptors – Factors affecting participation in sport and physical activity (F/505/9973)

Learning outcome 1 Understand what affects individuals' participation in sport

Learning outcome 2 Understand how sports participation and physical activities in the UK are influenced by politics

Learning outcome 3 Understand how the media and technology influence participation in sport and physical activity

Learning outcome 4 Understand why people participate in sport and physical activity

Assessment criteria	Pass	Merit	Distinction
1.1 Identify factors that affect individuals' participation in sport, including: <ul style="list-style-type: none"> • gender • age • socio-economic class • ethnicity • disability • finance 	Learners will identify factors that affect individuals' participation in sport, including: <ul style="list-style-type: none"> • gender • age • socio-economic class • ethnicity • disability • finance 	No merit for this AC	No distinction for this AC
1.2 Identify barriers which affect individuals' participation in sport	Learners will identify barriers which affect individuals' participation in sport	No merit for this AC	No distinction for this AC
1.3 Explain strategies to improve participation rates in sport	Learners will explain strategies to improve participation rates in sport	Learners will include a detailed explanation of a range of strategies that can be used to improve participation rates in sport	Learners will include a comprehensive explanation of a range of strategies that can be used to improve participation rates in sport

Grading descriptors – Factors affecting participation in sport and physical activity (F/505/9973) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.1 Describe how the National Curriculum can have an impact on sport participation in the UK	Learners will describe how the National Curriculum can have an impact factor on sport participation in the UK	Learners will provide a detailed explanation of how the National Curriculum can have an impact on sport participation in the UK	Learners will provide a comprehensive explanation of how the National Curriculum can have an impact on sport participation in the UK
2.2 Describe how government spending or spending cuts can affect provision and participation in sport	Learners will describe how government spending or spending cuts can affect provision and participation in sport	Learners will describe in detail how government spending or spending cuts can affect provision and participation in sport. They will provide some statistics to support their evidence	Learners will thoroughly describe how government spending or spending cuts can affect provision and participation in sport. They will link their evidence to statistics found from a variety of sources
2.3 Show how economics and the state of the economy are directly linked to sport participation	Learners will show how economics and the state of the economy are directly linked to sport participation	No merit for this AC	No distinction for this AC
3.1 Explain how certain aspects of the media can increase participation in sport and physical activity. Focus on: <ul style="list-style-type: none"> television sponsorship advertisements newspapers 	Learners will explain how certain aspects of the media can increase participation in sport and physical activity, focusing on: <ul style="list-style-type: none"> television sponsorship advertisements newspapers 	Learners will explain in detail the influence the media can have on participation in sport. They will link their evidence to a number of different sports	Learners will thoroughly explain the influence the media can have on participation in sport. They will explore the media impact on a number of different sports

Grading descriptors – Factors affecting participation in sport and physical activity (F/505/9973) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.2 Explain how the media can have a negative effect on sports participation and physical activity	Learners will explain how the media can have a negative effect on sports participation and physical activity	Learners will clearly explain how the media can have a negative impact on sports participation and physical activity. They will show evidence of independent research by obtaining information from a range of sources	Learners will provide a thorough understanding of how the media can have a negative effect on sports participation. They will explore a wide range of sources to support their evidence
3.3 Explain how technology can influence participation in sport and physical activity	Learners will explain how technology can influence participation in sport and physical activity	No merit for this AC	No distinction for this AC
4.1 Identify the different reasons why people participate in sport and physical activity	Learners will identify the different reasons why people participate in sport and physical activity	No merit for this AC	No distinction for this AC
4.2 Describe the benefits of participating in sport and physical activity	Learners will describe the benefits of participating in sport and physical activity	Learners will provide a detailed description of the benefits of participating in sport and physical activity	Learners will provide a comprehensive description of the benefits of participating in sport and physical activity
4.3 Describe ways of promoting information on recommended levels of physical activity to individuals	Learners will describe ways of promoting information on recommended levels of physical activity to individuals	Learners will provide a detailed description on ways of promoting information on recommended levels of physical activity to individuals	Learners will include a comprehensive description on ways of promoting information on recommended levels of physical activity to individuals. Their ideas will be inventive
4.4 Identify how peer group pressure can be linked directly to individual participation in sport and physical activity	Learners will identify how peer group pressure can be linked directly to individual participation in sport and physical activity	No merit for this AC	No distinction for this AC

Sport and society (H/505/8153)

The learner will:

- 1 Understand how the development of sport in society has influenced how it is organised

The learner can:

- 1.1 Describe how sport has evolved in the context of wider society in pre-industrial Britain
 - 1.2 Describe how sport has evolved in the context of wider society in industrial Britain
 - 1.3 Explain the influence of public schools in regulating sport in Britain
 - 1.4 Describe how sport has been used as a tool to alleviate social issues such as deprivation and health problems
 - 1.5 Describe how the influence of the media has affected sport in Britain
-

The learner will:

- 2 Understand the key roles of organisations and agencies in the organisation of sport in the UK

The learner can:

- 2.1 Describe the scale, structure and provision of the sport industry in the UK today
 - 2.2 Identify different organisations and the role they play in the delivery of sport at the following levels
 - local
 - regional
 - national
 - 2.3 Describe the economic importance of sport in society today, include:
 - retail
 - manufacturing
 - employment
-

The learner will:

- 3 Understand how contemporary issues have an effect on sport participation in society

The learner can:

- 3.1 Describe how the media has a bearing on sport provision in the UK
 - 3.2 Describe how cultural influences have an effect on sport participation in the UK
 - 3.3 Identify what barriers affect individual people and their participation in sport
 - 3.4 Describe different strategies or initiatives which relate to sport participation
-

Sport and society (H/505/8153) (cont'd)

The learner will:

- 4 Understand the current issues in sport

The learner can:

- 4.1 Identify the different types of drugs used in sport
 - 4.2 Describe the issues surrounding the use of drugs in sport
 - 4.3 Describe the issues surrounding cheating and match fixing in sport in the UK
 - 4.4 Describe the impact of increasing media coverage and commercialism in sport
 - 4.5 Identify role models in sport and show how they can be used positively and negatively in developing sport
-

Assessment guidance

Types of evidence: case study, assignment

Assessment criteria: 1.1–1.5

Additional information: Learners need to understand how the development of sport has influenced society and how it is organised. Learners could research how sport has evolved in the context of wider society in pre-industrial and industrial Britain. Learners should explore the technological advances in these times and describe their impact on sport in Britain. Learners could use a range of resources as part of their investigation into this, including the internet and sporting archives and could consider local or regional influences on how sport evolved in Britain during these times. Public schools have played a prominent role in the regulation of sport in Britain. Sporting archives could be used to provide background information for learners to help with their explanation of how the rules and regulations of various sports developed over the years and the influence of public schools in making this happen. Learners will describe how sport has been used as a tool to alleviate social issues. They could research this on a local, regional and national level and use real life examples to underpin their description. Learners could provide examples that demonstrate the benefits of sport when alleviating issues such as deprivation and health problems.

Learners will also consider the role of the media and its impact on sport in Britain. Media could include television, radio, newspapers, internet, and magazines/journals. Learners should consider the positive and negative influences of the media and the effects it has had.

Sport and society (H/505/8153) (cont'd)

Types of evidence: assignment, research-based project, records of interviews with sports organisations, professional discussion

Assessment criteria: 2.1–2.3

Additional information: Learners can investigate the sports industry as a whole to help them identify and describe the scale structure and provision of the sports industry in the UK today. Through this research learners will identify three different organisations and understand the role they play in the delivery of sport at a local, regional and national level. Organisations could include a local leisure centre, a major sporting venue, a National Governing Body (NGB) for a specific sport or a national body such as Sport England.

Learners could conduct a desk-based research project using the internet and relevant sports-based media to investigate the sports industry and summarise their findings in a report or assignment. They could interview employers in the industry to get first-hand accounts of the organisations role in the industry and compare this account with their research findings. Learners will also describe the economic importance of sport in society today. This could be a piece of research investigating the economic importance of sport and they could consider the positive and negative impacts of retail, manufacturing and employment that sport brings to the UK economy. Learners could adopt a variety of research methods in completing this task and could gather local and regional information to support their research findings. If learners are using published sources to conduct secondary research, they must ensure that the sources are correctly referenced.

Types of evidence: research notes, interviews and questionnaire responses, assignment, research report, professional discussion, presentation

Assessment criteria: 3.1–3.4

Additional information: Learners will investigate and describe how the media has a bearing on sport provision in the UK. Media could include television, radio, internet, newspapers and journals. Learners could consider the range of media available and the ease of accessing sport through it. Research into media coverage of sport and how it has grown over the years to support public demand for it could help learners to gain an understanding of the influence that the media can have on sport provision. The influence of the media, and specifically television related media, on scheduling of specific sporting events, such as football matches, could also be considered.

Learners will describe cultural influences that can have an effect on sport participation in the UK. To achieve this, they could interview a range of sports performers from different cultural backgrounds and understand how they were able to participate in sport and how their respective cultures enabled them to do so. To obtain a balanced view, learners could also interview a range of individuals from a variety of cultural backgrounds within the UK and understand how their culture effects their participation in sport.

Learners will identify barriers which effect individual people and their participation in sport, which could include resources, lifestyle, health, personal fitness levels and time. Learners could conduct a fact-finding exercise to gather relevant information to support this task.

Learners should research different strategies or initiatives that relate to sport participation. They could consider local, regional or national initiatives to support completion of this task.

Sport and society (H/505/8153) (cont'd)

Types of evidence: case studies, presentation, assignments, research notes

Assessment criteria: 4.1–4.5

Additional information: Learners have the opportunity to investigate and understand current issues in sport, including use of drugs, cheating and match fixing, commercialism and impact of increasing media coverage. Learners will be able to identify the different types of drugs used in sport, which will include legal and banned substances. Describing issues surrounding use of drugs in sport, learners will cover testing, reasons for taking (performance enhancing), banning drug takers from participating, and perception of drug takers in sport and education of sports participants to eradicate drugs use. Learners will describe the issues surrounding cheating and match fixing in sport in the UK. In this description they will consider the reasons for cheating and match fixing and could link it to presence of betting on sporting fixtures and the large sums of money involved in such actions.

Learners could complete a case study considering the impact of increasing media coverage and commercialism in sport. They could consider the role the media companies play when sporting fixtures are arranged in advance, especially if there is to be media coverage at the event. Learners could consider the effect of the commercial aspects of sport, from sponsorship of individuals and teams to mass production of branded sporting goods for sale to the public. If considering sponsorship of players or teams, learners could consider how sporting performance may have a positive or negative effect on continued sponsorship and how activities outside the sporting arena may also affect such arrangements.

The sporting sector is well known for producing role models who can be cited as providing a positive example in developing sport. Learners could consider their own role models in sport and explain why they are. They could canvass opinion amongst their peer group about individual role models and how they can be used positively to develop sport. Learners could undertake some research into sports performers who have been identified as negative role models (for example, due to drug taking or cheating) and identify how these individuals could have a negative effect in developing sport.

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Grading descriptors – Sport and society (H/505/8153)

Learning outcome 1 Understand how the development of sport in society has influenced how it is organised

Learning outcome 2 Understand the key roles of organisations and agencies in the organisation of sport in the UK

Learning outcome 3 Understand how contemporary issues have an effect on sport participation in society

Learning outcome 4 Understand the current issues in sport

Assessment criteria	Pass	Merit	Distinction
1.1 Describe how sport has evolved in the context of wider society in pre-industrial Britain	Learners will describe how sport has evolved in the context of wider society in pre-industrial Britain	Learners will provide a detailed description of how sport has evolved in the context of wider society in pre-industrial Britain. They will show evidence of independent research	Learners will provide a comprehensive description of how sport has evolved in the context of wider society in pre-industrial Britain. Learners will use a variety of examples
1.2 Describe how sport has evolved in the context of wider society in industrial Britain	Learners will describe how sport has evolved in the context of wider society in industrial Britain	Learners will provide a detailed description of how sport has evolved across society in industrial Britain. They will demonstrate evidence of independent research	Learners will provide a comprehensive description of how sport has evolved across a wider society industrial Britain. Learners use a variety of examples
1.3 Explain the influence of public schools in regulating sport in Britain	Learners will explain the influence of public schools in regulating sport in Britain	No merit for this AC	No distinction for this AC
1.4 Describe how sport has been used as a tool to alleviate social issues such as deprivation and health problems	Learners will describe how sport has been used as a tool to alleviate social issues such as deprivation and health problems	Learners will provide a detailed description of how sport has been used to help alleviate social issues such as deprivation and health problems. They will link their evidence to some examples	No distinction for this AC

Grading descriptors – Sport and society (H/505/8153) (cont'd)

Assessment criteria	Pass	Merit	Distinction
1.5 Describe how the influence of the media has affected sport in Britain	Learners will describe how the influence of the media has affected sport in Britain	No merit for this AC	No distinction for this AC
2.1 Describe the scale, structure and provision of the sport industry in the UK today	Learners will describe the scale, structure and provision of the sport industry in the UK today	Learners will describe in detail the scale, structure and provision of the sports industry in the UK. They will show evidence of independent research by supporting their evidence with statistics	Learners will thoroughly describe the scale, structure and provision of the sports industry in the UK. They will show evidence of independent research by supporting their evidence with statistics
2.2 Identify different organisations and the role they play in the delivery of sport at the following levels: <ul style="list-style-type: none"> • local • regional • national 	Learners will identify different organisations and the role they play in the delivery of sport at the following levels: <ul style="list-style-type: none"> • local • regional • national 	No merit for this AC	No distinction for this AC
2.3 Describe the economic importance of sport in society today, include: <ul style="list-style-type: none"> • retail • manufacturing • employment 	Learners will describe the economic importance of sport in society today including: <ul style="list-style-type: none"> • retail • manufacturing • employment 	Learners will describe in detail the importance of sport. They will show evidence of independent research by providing statistics from a variety of sources	No distinction for this AC

Grading descriptors – Sport and society (H/505/8153) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.1 Describe how the media has a bearing on sport provision in the UK	Learners will describe how the media has a bearing on sport provision in the UK	No merit for this AC	No distinction for this AC
3.2 Describe how cultural influences have an effect on sport participation in the UK	Learners will describe how cultural influences have an effect on sport participation in the UK	No merit for this AC	No distinction for this AC
3.3 Identify what barriers affect individual people and their participation in sport	Learners will identify what barriers affect individual people and their participation in sport	No merit for this AC	No distinction for this AC
3.4 Describe different strategies or initiatives which relate to sports participation	Learners will describe different strategies or initiatives which relate to sports participation	Learners will describe in detail different strategies or initiatives that have been used to increase sports participation	Learners will thoroughly describe the different strategies or initiatives that have been used to increase sports participation
4.1 Identify the different types of drugs used in sport	Learners will identify the different types of drugs used in sport	No merit for this AC	No distinction for this AC
4.2 Describe the issues surrounding the use of drugs in sport	Learners will describe the issues surrounding the use of drugs in sport	No merit for this AC	No distinction for this AC
4.3 Describe the issues surrounding cheating and match fixing in sport in the UK	Learners will describe the issues surrounding cheating and match fixing in sport in the UK	No merit for this AC	No distinction for this AC

Grading descriptors – Sport and society (H/505/8153) (cont'd)

Assessment criteria	Pass	Merit	Distinction
4.4 Describe the impact of increasing media coverage and commercialism in sport	Learners will describe the impact of increasing media coverage and commercialism in sport	Learners will describe in detail the impact of increasing media coverage and commercialism in sport. They will identify the benefits that it brings and consequently the benefits that sport can bring to the media	The learners will critically judge the impact of increasing media cover and commercialism in sport. They will demonstrate a thorough understanding of the media influence over two sports
4.5 Identify role models in sport and show how they can be used positively and negatively in developing sport	Learners will identify role models in sport and show how they can be used positively and negatively in developing sport	No merit for this AC	No distinction for this AC

Plan, deliver and evaluate an activity session (Y/505/9980)

The learner will:

- 1 Be able to produce a plan for an activity session

The learner can:

- 1.1 Produce a plan for an activity session involving:
 - use of facilities
 - use of equipment
 - management of participants
 - organisation within the session
 - 1.2 Identify health and safety objectives that might have an impact on the activity session
 - 1.3 Identify what changes may occur before the activity session starts and how to deal with them
-

The learner will:

- 2 Know the principles of leading an activity session

The learner can:

- 2.1 Outline the aims and objectives of the activity session being led
 - 2.2 Explain the importance of being able to communicate with participants according to their needs
 - 2.3 Explain why participants must be mentally and physically prepared for an activity session
 - 2.4 Identify the methods used to motivate participants for the activities they are involved in
-

The learner will:

- 3 Be able to deliver an activity session

The learner can:

- 3.1 Conduct a warm-up to prepare participants for the activity session
 - 3.2 Deliver an activity session appropriate to the age and ability of the participants
 - 3.3 Manage the participants' behaviour to maintain a good learning environment
 - 3.4 Assess participants' progress and give positive feedback at appropriate times
 - 3.5 Conduct cool-down activities at the end of the activity session
-

The learner will:

- 4 Be able to review an activity session

The learner can:

- 4.1 Evaluate the session and confirm that the aims and objectives have been met
- 4.2 Identify different sources of feedback following an activity
- 4.3 Identify how to improve future sessions and improve own practice

Plan, deliver and evaluate an activity session (Y/505/9980) (cont'd)

Assessment guidance

Type of evidence: activity plan

Assessment criteria: 1.1–1.3, 2.1

Additional information: Learners will produce an activity plan for their chosen activity session.

Activities could include:

- group exercise class
- walking
- mountain biking
- trekking
- canoeing
- orienteering
- team sports
- athletics

The activity plan must consider the numbers, needs and ability of the participants, the aims and objectives of the activity session and look at the resources required. Learners also must cover how to manage the participants during the session, how the session will be organised and any health and safety considerations. The plan should also detail any changes that may occur before or during the session and how these can be overcome without negatively impacting the participants.

Type of evidence: group work, learner report

Assessment criteria: 2.2–2.4

Additional information: Learners could work in small groups to discuss the importance of communication within an activity session and how to change their method of communication according to the varying needs of the participants; this should include how to keep participants motivated of the duration of the activity session.

Learners should also discuss the benefits of participants being mentally and physically prepared for the activity session.

Type of evidence: video/photographs, witness statement, observation, logbook

Assessment criteria: 3.1–3.5

Additional information: Learners should deliver the activity session according to their session plan. Learners should be assessed on their ability to follow the plan.

Learners should demonstrate their ability to manage participants' behaviour, assess progress of the participants and give positive feedback when appropriate.

Plan, deliver and evaluate an activity session (Y/505/9980) (cont'd)

Type of evidence: action plan/learner report/feedback sheet

Assessment criteria: 4.1–4.3

Additional information: Learners should obtain feedback from participants/tutor/spectators/peers following the activity session and evaluate whether the aims and objectives have been met. They'll use this feedback to identify how future activity sessions could be improved, and their own practice, and create an action plan to support this.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors – Plan, deliver and evaluate an activity session (Y/505/9980)

Learning outcome 1 Be able to produce a plan for an activity session
 Learning outcome 2 Know the principles of leading an activity session
 Learning outcome 3 Be able to deliver an activity session
 Learning outcome 4 Be able to review an activity session

Assessment criteria	Pass	Merit	Distinction
1.1 Produce a plan for an activity session involving: <ul style="list-style-type: none"> • use of facilities • use of equipment • management of participants • organisation within the session 	Learners will produce a basic plan for an activity session involving: <ul style="list-style-type: none"> • use of facilities • use of equipment • management of participants • organisation within the session They will require some tutor support to complete this	Learners will produce a detailed plan for an activity session involving: <ul style="list-style-type: none"> • use of facilities • use of equipment • management of participants • organisation within the session They will work independently to complete this	Learners will produce a detailed plan for an activity session involving: <ul style="list-style-type: none"> • use of facilities • use of equipment • management of participants • organisation within the session Their plan will be thorough and inventive
1.2 Identify health and safety objectives that might have an impact on the activity session	Learners will identify health and safety objectives that might have an impact on the activity session	No merit for this AC	No distinction for this AC
1.3 Identify what changes may occur before the activity session starts and plan how to deal with them	Learners will identify what changes may occur before the activity session starts and plan how to deal with these	Learners will identify what changes may occur before the activity session starts and plan how to deal with these. Learners will use their own initiative to deal with any changes	No distinction for this AC
2.1 Outline the aims and objectives of the activity session being led	Learners will outline the aims and objectives of the activity session being led	No merit for this AC	No distinction for this AC

Grading descriptors – Plan, deliver and evaluate an activity session (Y/505/9980) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.2 Explain the importance of being able to communicate with participants according to their needs	Learners will explain the importance of being able to communicate with participants according to their needs	Learners will provide a detailed explanation of the importance of being able to communicate with participants according to their needs	Learners will provide a thorough explanation of the importance of being able to communicate with participants according to their needs
2.3 Explain why participants must be mentally and physically prepared for an activity session	Learners will explain why participants must be mentally and physically prepared for an activity session	Learners will explain in detail why participants must be mentally and physically prepared for an activity session	Learners will provide a thorough explanation of why participants must be mentally and physically prepared for an activity session
2.4 Identify the methods used to motivate participants for the activities they are involved in	Learners will identify the methods used to motivate participants for the activities they are involved in	No merit for this AC	No distinction for this AC
3.1 Conduct a warm-up to prepare participants for the activity session	Learners will conduct a warm-up to prepare participants for the activity session. They will require some tutor support	Learners will confidently conduct a warm-up that is clear and coherent to prepare participants for the activity session. They will work independently	Learners will skilfully conduct a warm-up that is fluent and inventive to prepare participants for the activity session
3.2 Deliver an activity session appropriate to the age and ability of the participants	Learners will deliver an activity session appropriate to the age and ability of the participants. They will require some tutor support	Learners will work independently in delivering an activity session. They will perform confidently	Learners will skilfully deliver an activity session appropriate to the age and ability of the participants. The session will be inventive and will run fluently

Grading descriptors – Plan, deliver and evaluate an activity session (Y/505/9980) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.3 Manage the participants' behaviour to maintain a good learning environment	Learners will manage the participants' behaviour to maintain a good learning environment	Learners will manage the participants' behaviour confidently. They will demonstrate the ability to use their own initiative in maintaining a good learning environment	Learners will demonstrate the ability to manage the participants' behaviour. They will be inventive in maintaining a good learning environment
3.4 Assess participants' progress and give positive feedback at appropriate times	Learners will assess participants' progress and give positive feedback at appropriate times	Learners will use their own initiative in assessing participants' progress. They will perform confidently in giving positive feedback that is clear and coherent	Learners will perceptively assess participants' progress. They will perform fluently and skilfully in providing positive feedback
3.5 Conduct cool-down activities at the end of the activity session	Learners will conduct cool-down activities at the end of the activity session. They will require some tutor support	Learners will confidently conduct cool-down activities at the end of the activity session that are clear and coherent. They will work independently	Learners will skilfully conduct cool-down activities at the end of the activity session that are fluent and inventive

Grading descriptors – Plan, deliver and evaluate an activity session (Y/505/9980) (cont'd)

Assessment criteria	Pass	Merit	Distinction
4.1 Evaluate the session and confirm that the aims and objectives have been met	Learners will evaluate the session and confirm that the aims and objectives have been met	Learners will confidently evaluate the session and confirm that the aims and objectives have been met	No distinction for this AC
4.2 Identify different sources of feedback following an activity	Learners will identify different sources of feedback following an activity	No merit for this AC	No distinction for this AC
4.3 Identify how to improve future sessions and improve own practice	Learners will identify how to improve future sessions and improve own practice. They will require some tutor support	Learners will clearly identify how to improve future sessions and improve own practice. They will work independently	No Distinction for his AC

Expedition experience (A/505/9941)

The learner will:

- 1 Know the safety and environmental considerations for a multiday expedition

The learner can:

- 1.1 Describe the safety and environmental considerations for a multiday expedition
-

The learner will:

- 2 Be able to use skills and techniques required for a multiday expedition

The learner can:

- 2.1 Demonstrate the skills and techniques required for a multiday expedition
-

The learner will:

- 3 Be able to plan for a multiday expedition

The learner can:

- 3.1 Describe the equipment required for a multiday expedition
 - 3.2 Produce a plan for a multiday expedition
-

The learner will:

- 4 Be able to carry out and review a multiday expedition

The learner can:

- 4.1 Assist with a multiday expedition, demonstrating the use of relevant skills and required equipment
 - 4.2 Review own performance in the planning and undertaking of a multiday expedition, identifying strengths and areas for improvement
-

Assessment guidance

Types of evidence: worksheets/workbooks

Assessment criteria: 1.1, 2.1, 3.1, 3.2, 4.1, 4.2

Additional information: A series of worksheets or a workbook could be developed for learners to work through and meet the assessment criteria within the learning outcomes for the unit. Worksheets or workbooks must assess the learner's knowledge following any teaching/tutoring by the Assessor but not be used as an activity during the delivery knowledge.

Expedition experience (A/505/9941) (cont'd)

Type of evidence: learner report

Assessment criteria: 1.1

Additional information: Learners could produce a report that describes the safety and environmental factors they need to consider when taking part in multiday expeditions. Within the report, consideration could be given to route, wildlife/environment, setting up camp, eating, toilets and use of equipment.

Types of evidence: practical application, observation, witness statement

Assessment criteria: 2.1

Additional information: To satisfy the assessment criteria, learners must be given the opportunity to take part in a multiday expedition and demonstrate the skills and techniques required to complete the expedition. Observation or a witness statement could be used to evidence the learner meeting the assessment criteria for 2.1.

Assessment guidance

Type of evidence: plan

Assessment criteria: 3.1, 3.2

Additional information: Learners should be assisted in preparing a plan for a multiday expedition, ideally the one they are going to take part in. This plan should cover logistics, health and safety, route, group composition and describe all the necessary equipment needed to take part in the expedition.

Types of evidence: worksheets/workbooks

Assessment criteria: 4.1, 4.2

Additional information: Learners must be given the opportunity to take part in a multiday expedition. Assessment criteria 4.1 can be linked to 2.1 to enable the learner to satisfy both criteria through their participation in an expedition.

Following the multiday expedition, learners should reflect on their experience and produce a learner report that identifies how they personally performed during the planning and participation stages of the expedition. Within this review they should identify areas they felt were a particular strength and where they felt they could improve if they were to take part in further multiday expeditions.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors – Expedition experience (A/505/9941)

Learning outcome 1 Know the safety and environmental consideration for a multiday expedition

Learning outcome 2 Be able to use skills and techniques required for a multiday expedition

Learning outcome 3 Be able to plan for a multiday expedition

Learning outcome 4 Be able to carry out and review a multiday expedition

Assessment criteria	Pass	Merit	Distinction
1.1 Describe the safety and environmental considerations for a multiday expedition	Learners will describe the safety and environmental considerations for a multiday expedition	Learners will provide a detailed description of the safety and environmental considerations for a multiday expedition	No distinction for this AC
2.1 Demonstrate the skills and techniques required for a multiday expedition	Learners will demonstrate the skills and techniques required for a multiday expedition	Learner will demonstrate a range of skills and techniques. They will be competent and effective.	Learners will demonstrate a wide range of skills and techniques. They will be highly competent and effective
3.1 Describe the equipment required for a multiday expedition	Learners will describe the equipment required for a multiday expedition	No merit for this AC	No distinction for this AC
3.2 Produce a plan for a multiday expedition	Learners will produce a plan for a multiday expedition	Learners will produce a detailed plan for a multiday expedition	No distinction for this AC

Grading descriptors – Expedition experience (A/505/9941) (cont'd)

Assessment criteria	Pass	Merit	Distinction
4.1 Assist with a multiday expedition, demonstrating the use of relevant skills and required equipment	Learners will assist with a multiday expedition, demonstrating the use of relevant skills and required equipment	No merit for this AC	No distinction for this AC
4.2 Review own performance in the planning and undertaking of a multiday expedition, identifying strengths and areas for improvement	Learners will review own performance in the planning and undertaking of a multiday expedition, identifying strengths and areas for improvement	Learners will review in detail their own performance in the planning and undertaking of a multiday expedition. They will identify the strengths and explain areas for improvement	Learners will provide a comprehensive description of their performance in the planning and undertaking of a multiday expedition. They will identify areas for improvement and suggest strategies to improve future performance and justify their suggestions

Promote outdoor activities (Y/505/9946)

The learner will:

- 1 Understand the structure and organisation of outdoor activities

The learner can:

- 1.1 Identify organisations which are involved in the development and delivery of outdoor activities
 - 1.2 Explain the role of an organisation involved with the development and delivery of an outdoor activity, including:
 - funding
 - setting standards
 - promotion
 - organisation
 - 1.3 Identify current participation levels, both locally and nationally
 - 1.4 Describe the potential barriers to participation of that outdoor activity, considering:
 - people with specific accessibility requirements
 - affordability
 - cultural and social issues
-

The learner will:

- 2 Understand how to promote an outdoor activity

The learner can:

- 2.1 Explain the importance of identifying objectives to promote an outdoor activity
 - 2.2 List methods to promote the outdoor activity
 - 2.3 Identify a unique selling point (USP) for the outdoor activity
 - 2.4 Identify types of promotional material
 - 2.5 Explain advantages and disadvantages of each type of promotional material
-

Promote outdoor activities (Y/505/9946) (cont'd)

The learner will:

- 3 Be able to plan and promote an outdoor activity

The learner can:

- 3.1 Prepare a plan to promote a selected outdoor activity, including:
- promotion objectives
 - target group
 - promotional material
 - promoters
 - timelines
 - budget overview
 - outdoor activity event partners
- 3.2 Produce promotional material
- 3.3 Carry out the promotional plan
-

The learner will:

- 4 Be able to review the promotion campaign

The learner can:

- 4.1 Gather feedback on the promotional campaign
- 4.2 Review the success of the promotional campaign against the promotion objectives
- 4.3 Make recommendations to improve future promotional campaigns
-

Assessment guidance

Type of evidence: worksheet/workbook

Assessment criteria: 1.1–1.4, 2.1–2.5, 3.1–3.3, 4.1–4.3

Additional information: A series of worksheets or a workbook could be developed for learners to work through and meet the assessment criteria within the learning outcomes for the unit. Worksheets or workbooks must assess the learner's knowledge following any teaching/tutoring by the Assessor but not be used as an activity during the delivery knowledge.

Promote outdoor activities (Y/505/9946) (cont'd)

Types of evidence: learner report, information guide

Assessment criteria: 1.1–1.4

Additional information: Learners could produce a report or devise an information leaflet that gives an overview of a specific outdoor activity and how it is structured throughout the UK.

An activity should be chosen and examples must be provided of how this activity is offered nationally, regionally and locally to learners, identifying the participation levels of the activity both locally and nationally.

From research into the activity and structure of the activity across the UK it should be clear that learners can explain the role of one specific organisation that contributes to the development and delivery of the activity. This might be a National Governing Body (NGB), commercial activity centre or a local authority. The range of information required to satisfy 1.2 must include how the organisation contributes to funding, setting standards, promoting the activity and organisation.

Barriers to access and participation to the chosen activity should also be included, describing how affordability, cultural issues and those with specific needs can be given the opportunity to participate in the activity.

Type of evidence: learner report

Assessment criteria: 2.1–2.5

Additional information: A learner report stating ways to promote an activity could be used for Learning Outcome 2. From the research completed within the unit, learners could base their responses on one particular outdoor activity.

Research should be carried out to identify local needs, the demographic and characteristics of participants and potential new participants. Consideration should be given to how much time, money and resources need to be given to take part in the activity.

Consideration should be given to the types of media used to promote the activity, along with publicity, marketing and use of local and national media.

Learners should identify the USP (unique selling point) of the activity to allow them to promote it successfully and give consideration to the types of promotional material they could use (leaflets, adverts in newspapers or online, social media and taster sessions), stating the advantages and disadvantages of each method (cost, resources, success rates).

Promote outdoor activities (Y/505/9946) (cont'd)

Type of evidence: practical application and promotional materials

Assessment criteria: 3.1–3.3

Additional information: Learners should be encouraged to apply their findings from learnings outcomes 1 and 2 to promote the activity of their choice.

A promotional campaign should be devised that sets clear objectives and the success of the campaign can be measured. A plan should consider all aspects of 3.1, promotional material should be produced (3.2) and a campaign should be carried out (3.3) for the activity chosen by the learner.

Type of evidence: learner report

Assessment criteria: 4.1–4.3

Additional information: Learners should be given the opportunity to review the success of their promotional campaign, measuring the success of the uptake by participants, completion of objectives and feedback from the target audience by gathering responses from surveys, questionnaires and interviews.

Through the evaluation process there should be recommendation for future improvements included to support the delivery of a similar campaign in the future.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Grading descriptors – Promote outdoor activities (Y/505/9946)

Learning outcome 1 Understand the structure and organisation of outdoor activities

Learning outcome 2 Understand how to promote an outdoor activity

Learning outcome 3 Be able to plan and promote an outdoor activity

Learning outcome 4 Be able to review the promotion campaign

Assessment criteria	Pass	Merit	Distinction
1.1 Identify organisations which are involved in the development and delivery of outdoor activities	Learners will identify organisations which are involved in the development and delivery of outdoor activities	No merit for this AC	No distinction for this AC
1.2 Explain the role of an organisation involved with the development and delivery of an outdoor activity, including: <ul style="list-style-type: none"> • funding • setting standards • promotion • organisation 	Learners will explain the role of an organisation involved with the development and delivery of an outdoor activity, including: <ul style="list-style-type: none"> • funding • setting standards • promotion • organisation 	Learners will provide a detailed explanation of the role of an organisation involved with the development and delivery of an outdoor activity. They will include funding, setting standards, promotion and organisation	Learners will provide a comprehensive explanation of the role of an organisation involved with the development and delivery of an outdoor activity. They will include funding, setting standards, promotion and organisation
1.3 Identify current participation levels, both locally and nationally	Learners will identify current participation levels, both locally and nationally	No merit for this AC	No distinction for this AC

Grading descriptors – Promote outdoor activities (Y/505/9946) (cont'd)

Assessment criteria	Pass	Merit	Distinction
1.4 Describe the potential barriers to participation of that outdoor activity, considering: <ul style="list-style-type: none"> • people with specific accessibility requirements • affordability • cultural and social issues 	Learners will describe the potential barriers to participation of that outdoor activity, considering: <ul style="list-style-type: none"> • people with specific accessibility requirements • affordability • cultural and social issues 	Learners will provide a detailed description of the potential barriers to participation an outdoor activity. They will consider people with specific accessibility requirements, affordability and cultural and social issues	Learners will provide a comprehensive insight into the potential barriers to participate an outdoor activity. They will consider people with specific accessibility requirements, affordability and cultural and social issues and will make suggestions on how to overcome such barriers
2.1 Explain the importance of identifying objectives to promote an outdoor activity	Learners will explain the importance of identifying objectives to promote an outdoor activity	Learners will clearly and coherently explain the importance of identifying objectives to promote an outdoor activity	Learners will explain the importance to promote an outdoor activity, showing a thorough understanding
2.2 List methods to promote the outdoor activity	Learners will list methods to promote the outdoor activity	No merit for this AC	No distinction for this AC
2.3 Identify a unique selling point (USP) for the outdoor activity	Learners will identify a unique selling point (USP) for the outdoor activity	No merit for this AC	No distinction for this AC

Grading descriptors – Promote outdoor activities (Y/505/9946) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.4 Identify types of promotional material	Learners will identify types of promotional material	No merit for this AC	No distinction for this AC
2.5 Explain advantages and disadvantages of each type of promotional material	Learners will explain advantages and disadvantages of each type of promotional material	Learners will provide a detailed explanation of the advantages and disadvantages of each type of promotional material	Learners will provide a comprehensive explanation of the advantages and disadvantages of each type of promotional material
3.1 Prepare a plan to promote a selected outdoor activity, including: <ul style="list-style-type: none"> • promotion objectives • target group • promotional material • promoters • timelines • budget overview • outdoor activity event partners 	Learners will prepare a plan to promote a selected outdoor activity, including: <ul style="list-style-type: none"> • promotion objectives • target group • promotional material • promoters • timelines • budget overview • outdoor activity event partners 	Learners will prepare a plan that is detailed. The plan will be coherent and realistic	Learners will prepare a plan that is comprehensive. The plan will be thorough and include some elements of originality

Grading descriptors – Promote outdoor activities (Y/505/9946) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.2 Produce promotional material	Learners will produce promotional material	Learner will use their own initiative to produce promotional material that is clear and coherent	Learner will demonstrate advanced skills in producing promotional material
3.3 Carry out the promotional plan	Learners will carry out the promotional plan	No merit for this AC	No distinction for this AC
4.1 Gather feedback on the promotional campaign	Learners will gather feedback on the promotional campaign	No merit for this AC	No distinction for this AC
4.2 Review the success of the promotional campaign against the promotion objectives	Learners will review the success of the promotional campaign against the promotion objectives	Learners will undertake a detailed review of the success of the promotional campaign. They will demonstrate a critical understanding of the success of the campaign against promotion objectives	Learners will undertake a comprehensive review of the success of the promotional campaign. They will demonstrate a critical judgement of the success of the campaign against promotion objectives
4.3 Make recommendations to improve future promotional campaigns	Learners will make recommendations to improve future promotional campaigns	Learners will identify a range of realistic recommendations to improve future campaigns	Learners will explore a wide range of recommendations to improve future campaigns

Section 5

Links to National Skill Standards

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing these qualifications could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of these qualifications.

The mapping is only at the level of the unit.

English

All units

Mathematics

- Introduction to healthy exercise and nutrition
 - Developing sporting skills and tactical awareness
 - Physical fitness and injuries in sport
 - Plan and set up an enterprising sport business
 - Psychology for sports performance
 - Planning and running a sports event
 - Promote outdoor activities
-

ICT

- Introduction to healthy exercise and nutrition
 - Developing sporting skills and tactical awareness
 - Performance analysis for sport
 - Physical fitness and injuries in sport
 - Plan and set up an enterprising sport business
 - Psychology for sports performance
 - Planning and running a sports event
 - Work experience in the sports industry
 - Development of personal fitness through training
 - Plan, deliver and evaluate an activity session
 - Promote outdoor activities
-

PLTS Independent Enquirers

- Participating in Sport
 - Anatomy and physiology for exercise
 - Introduction to healthy exercise and nutrition
 - Outdoor and adventurous activities
 - Leading an outdoor activity session
 - Understanding business in sport
 - Preparing to work in the sport and leisure industry
 - Sports coaching
 - Developing sporting skills and tactical awareness
 - Physical fitness and injuries in sport
 - Performance analysis for sport
 - Psychology for sports performance
 - Planning and running a sports event
 - Lifestyle and the sports performer
 - Sports volunteering
 - Work experience in the sports industry
 - Plan and set up an enterprising sport business
 - Strength and conditioning training
 - Development of personal fitness through training
 - Introduction to sports massage
 - Factors affecting participation in sport and physical activity
 - Sport and society
 - Plan, deliver and evaluate an activity session
 - Expedition experience
 - Promote outdoor activities
-

PLTS Creative Thinkers

- Introduction to healthy exercise and nutrition
 - Leading an outdoor activity session
 - Sports coaching
 - Developing sporting skills and tactical awareness
 - Psychology for sports performance
 - Planning and running a sports event
 - Sports volunteering
 - Work experience in the sports industry
 - Plan and set up an enterprising sport business
 - Plan, deliver and evaluate an activity session
 - Promote outdoor activities
-

PLTS Reflective Learners

- Participating in Sport
 - Introduction to healthy exercise and nutrition
 - Outdoor and adventurous activities
 - Leading an outdoor activity session
 - Understanding business in sport
 - Sports coaching
 - Developing sporting skills and tactical awareness
 - Performance analysis for sport
 - Psychology for sports performance
 - Planning and running a sports event
 - Lifestyle and the sports performer
 - Sports volunteering
 - Work experience in the sports industry
 - Plan and set up an enterprising sport business
 - Strength and conditioning training
 - Development of personal fitness through training
 - Introduction to sports massage
 - Plan, deliver and evaluate an activity session
 - Expedition experience
 - Promote outdoor activities
-

PLTS Team Workers

- Participating in Sport
 - Outdoor and adventurous activities
 - Leading an outdoor activity session
 - Preparing to work in the sport and leisure industry
 - Sports coaching
 - Developing sporting skills and tactical awareness
 - Planning and running a sports event
 - Sports volunteering
 - Work experience in the sports industry
 - Plan and set up an enterprising sport business
 - Strength and conditioning training
 - Introduction to sports massage
 - Plan, deliver and evaluate an activity session
 - Expedition experience
-

PLST Self-managers

- Outdoor and adventurous activities
 - Leading an outdoor activity session
 - Understanding business in sport
 - Preparing to work in the sport and leisure industry
 - Sports coaching
 - Physical fitness and injuries in sport
 - Psychology for sports performance
 - Planning and running a sports event
 - Lifestyle and the sports performer
 - Sports volunteering
 - Work experience in the sports industry
 - Plan and set up an enterprising sport business
 - Strength and conditioning training
 - Development of personal fitness through training
 - Plan, deliver and evaluate an activity session
 - Expedition experience
-

PLTS Effective Participators

- Participating in Sport
- Outdoor and adventurous activities
- Leading an outdoor activity session
- Preparing to work in the sport and leisure industry
- Sports coaching
- Developing sporting skills and tactical awareness
- Physical fitness and injuries in sport
- Performance analysis for sport
- Psychology for sports performance
- Planning and running a sports event
- Sports volunteering
- Work experience in the sports industry
- Plan and set up an enterprising sport business
- Strength and conditioning training
- Development of personal fitness through training
- Introduction to sports massage
- Plan, deliver and evaluate an activity session
- Expedition experience

For further information please contact a member of the Product Development team.

Section 6

Grading criteria

Glossary of terms

Grading criteria glossary of terms

This table has been provided as an aid to help you grade learners' assessments. These are generic terms used across the Level 2 qualifications and may not all appear in this qualification specification.

Non-graded words can be used across all grades but must be accompanied with a grade-specific word.

Pass	
Appropriate	Relevant to the purpose/task
Awareness	Knowledge, understanding, perception
Competent	Having the skill, knowledge and ability to complete a task to a given standard
Describe	Define, explain
Differentiate	Tell apart, distinguish
Effectively	In a manner which achieves a satisfactory solution
Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience. Assess
Interpret	Understand and provide a meaning
Merit	
Clearly	Logically and without possibility of misunderstanding
Coherent	Logically connected
Confidently	With certainty in own ability
Critical understanding	The ability to deconstruct, analyse and evaluate, and express opinion
Detailed	Thorough and in-depth
Experimentation	Trial of different methods and techniques
Independent research	Work on one's own to investigate
Initiative	The ability to work without external direction
Justify	Give reasons or evidence to support an opinion
Realistic	Relevant and in context

Grading criteria glossary of terms (cont'd)

Distinction	
Advanced	Developed, refined and comprehensive
Comprehensive	All-encompassing
Convincing	Persuasive and credible
Creativity	Originality, imaginatively expressed
Critical judgement	Application of a critical understanding informing decisions
Curiosity	An eager desire to seek a fuller understanding
Explore	Search and investigate
Fluently	Smoothly flowing and without apparent effort
Insight	Intuitive perception
Inventive	Having creativity borne of original thought
Originality	Ability to think or express oneself in an independent and individual manner
Perceptively	Showing insight and understanding
Skilfully	In a manner underpinned by technical knowledge and a degree of mastery
Sophisticated	Developed, refined, advanced
Thorough	Completed fully, in some detail
Non-graded	
Accurately	In a manner which provides a correct reading or measurement – deviating only slightly
Demonstrate	Explain or describe through actions
Range of	A variety, an assortment, gamut
Reflect	To review and evaluate
Relate	To link or establish connections
Sufficient	Adequate for the purpose; enough to meet a need or purpose
Technical skill	Technique requiring understanding and ability to produce work of a good-quality standard
Various	Of different kinds, several, many

Section 7

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy, please see the NCFE website.

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*

Email: customersupport@ncfe.org.uk

Website: www.ncfe.org.uk

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