



Qualification Specification



Qualification summary

Qualification title	NCFE Level 1 Certificate in Sport
Ofqual qualification number (QN)	601/2623/1
Guided learning hours (GLH)	158
Total qualification time (TQT)	200
Credit value	20
Minimum age	Pre-16
Qualification purpose	This qualification is designed to help support the learner's personal development through acquiring skills and knowledge in sport, exercise and fitness. The qualification also allows learners to gain personal transferable skills that can be applied to the workplace or further study.
Grading	Not yet achieved/pass/merit/distinction/distinction*.
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 601/2623/1.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

This qualification aims to:

- focus on the study of sport within the leisure sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

The objective of this qualification is to:

- gain an understanding of the sport, exercise and leisure vocational sector
- study areas of particular interest
- encourage learners to adopt a fitter and healthier lifestyle.

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.

Guidance for entry and registration

This qualification is designed for learners aged 16-18 who wish to develop skills and knowledge in sport.

The qualification may be taken by pre-16 learners following a vocational education programme and by learners aged 19+ who are looking to change careers or are interested in developing their knowledge of sport.

It may also be useful to learners studying qualifications in the sports sector.

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

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved an entry level qualification.

Centres are responsible for ensuring that all learners are capable of achieving the units and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.



Achieving this qualification

To be awarded the NCFE Level 1 Certificate in Sport (601/2623/1), learners must achieve a minimum of **20 credits** (5 units) to be selected from the **11 optional units**.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Progression including job roles

Learners who achieve this qualification could progress to the following:

- employment
 - leisure assistant
 - recreation assistant
 - receptionist
 - administrator
 - assistant coach
- further education:
 - level 2 qualifications in the sport sector.

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions.



The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example, customers or service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace.

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.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component to gain the Level 1 Certificate in Sport (601/2623/1).

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.



Grading information

Each unit of the qualification is graded using a structure of not yet achieved, pass, merit, distinction, distinction*.

Grading internally assessed units

The grading descriptors for each unit have been included in the Qualification Specification. Grading descriptors have been written for each LO in a unit. Assessors must be confident that, as a minimum, all LOs 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.

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 evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

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 via the NCFE Portal. The grades submitted will be checked and confirmed through the external quality assurance process. This is known as 'banking' units. Once a learner's grade has been banked, they are permitted one opportunity to revise and redraft their work; more detail on this process can be found in the Support Handbook.

The internal assessment component is based on performance of open-ended tasks that are assessed holistically against the grading descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the guided learning hours (GLH) and a score based on the holistic grade. The overall grade achieved for each unit is converted to a uniform mark scale (UMS) score. The UMS score for each unit is then combined and converted into an overall qualification grade.

There is compensation within the internally assessed units as the grading descriptors are now based on LOs rather than specific AC. All of the assessment points need to be evidenced in the learner's portfolio, but the grade awarded is based on the standard of work for the LO as a whole. This allows for increased professional judgement on the part of the assessor in terms of the learner's overall level of performance against the LOs.

Awarding the final grade

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

The final grade for the qualification is based on a structure of not yet achieved, pass, merit, distinction and distinction* and will be issued to the centre by NCFE upon the centre claiming the learner's certificate on the NCFE Portal.

A Distinction* grade will be awarded to learners who have consistently achieved a Distinction grade in every unit which demonstrates the learners' exceptional knowledge, understanding and skill at level 1.

For the NCFE Level 1 Certificate in Sport (601/2623/1), learners are required to successfully achieve 5 units (20 credits). This equates to 5 grades to be aggregated.



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

5 units					Final grade
P	P	P	P	P	P
M	M	M	M	M	M
D	D	D	D	D	D*
P	P	P	P	M	P
P	P	P	P	D	P
P	M	M	M	M	M
M	M	M	M	D	M
P	D	D	D	D	D
M	D	D	D	D	D
P	P	P	M	M	P
P	P	P	D	D	M
P	P	M	M	M	M
M	M	M	D	D	M
P	P	D	D	D	M
M	M	D	D	D	D
P	P	P	M	D	M
P	M	M	M	D	M
P	M	D	D	D	M
P	P	M	M	D	M
P	P	M	D	D	M
P	M	M	D	D	M



Overall qualification grading descriptors

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

Not Yet Achieved
The learner will not have met all the AC 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 AC 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 AC 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 AC 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.

NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds; however, 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 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including grading, level, credit and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) 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 your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.



Unit 01 Taking part in sport (M/505/8530)

Unit summary

In this unit, learners will participate in sport and develop an understanding of why people participate in sport, including the techniques required for a range of team and individual sports. While actively participating in sports activities, learners will also have the opportunity to review their participation over time, identifying areas for improvement.

Assessment

This unit is internally assessed via a portfolio of evidence.

Optional	Graded P/M/D	Level 1	4 credits	35 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know how to prepare to participate in sport	1.1 Outline reasons for participating in sport	Learners will outline reasons for participating in sport	Learners will provide a range of reasons for participating in sport	Learners will provide a wide range of reasons for participating in sport
	1.2 Identify the main characteristics of sport	Learners will identify the main characteristics of sport	No Merit for this AC	No Distinction for this AC
	1.3 List the main categories of sport	Learners will list the main categories of sport	No Merit for this AC	No Distinction for this AC
	1.4 Identify national, regional and local venues/facilities	Learners will identify national, regional and local venues/facilities for participating in sport	Learners will identify a range of national, regional and local venues/facilities for participating in sport	Learners will identify a wide range of national, regional and local venues/facilities for participating in sport
2. Be able to participate in a range of sports	2.1 Actively participate in individual sports	Learners will actively participate in individual sports	Learners will actively participate in a range of individual sports showing confidence in own ability	Learners will actively participate in a wide range of individual sports showing technical skill



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	2.2 Actively participate in team sports	Learners will actively participate in team sports	Learners will actively participate in a range of team sports showing confidence in own ability	Learners will actively participate in a range of team sports showing technical skill
	2.3 Outline the skills and techniques for a range of sports	Learners will outline the skills and techniques for a range of sports	Learners will outline the skills and techniques for a range of sports showing clear understanding	No Distinction for this AC
	2.4 Identify the equipment and resources required for a range of sports	Learners will identify the equipment and resources required for a range of sports	Learners will clearly identify the equipment and resources required for a range of sports	No Distinction for this AC
	2.5 Identify the essential rules and regulations for a range of sports	Learners will identify the essential rules and regulations for a range of sports	No Merit for this AC	No Distinction for this AC
3. Be able to review own participation in sport	3.1 Review own participation over time in individual and team sports	Learners will review their own participation over time in individual and team sports	Learners will provide a clear review of their own participation in individual and team sports	Learners will provide a detailed review of their own participation in individual and team sports
	3.2 Identify own strengths demonstrated in a range of sports	Learners will identify own strengths demonstrated in a range of sports	Learners will identify a range of own strengths demonstrated in a range of sports	No Distinction for this AC
	3.3 Identify own areas for development in a range of sports	Learners will identify own areas for development in a range of sports	Learners will identify a range of own areas for development in a range of sports	No Distinction for this AC



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	3.4 Describe strategies that can be employed to improve own performance in sport	Learners will describe strategies that can be employed to improve own performance in sport	Learners will provide a clear description of strategies that can be employed to improve own performance in sport	Learners will provide a detailed description of strategies that can be employed to improve own performance in sport. Suggestions will be realistic

Delivery and assessment guidance

Type of evidence: worksheets/workbooks

AC1.1 to 1.4, 2.3 to 2.5, 3.1 to 3.4

Additional information: a series of worksheets or a workbook could be developed for learners to work through to meet these ACs.

Learners could produce a table to identify national, regional and local venues/facilities.

Type of evidence: poster or leaflet

AC1.1 to 1.3

Additional information: learners could produce a poster or leaflet that promotes participation in sport. Included within the poster must be:

- the reasons for participating in sport:
 - fitness
 - social.
- the main characteristics of sport:
 - health
 - competitive.
- the main categories of sport:
 - leisure.



Delivery and assessment guidance

- amateur
- professional.

To promote participation in sports, the poster could include venues and facilities (nationally, regionally and locally) where people could participate.

Types of evidence: participation log/diary, witness statement, record of learner observation, video evidence, annotated photographs to support documentary evidence.

AC2.1 and 2.2

Additional information: learners could keep a log or diary of the sports they participate in over a period of time. These could be leisure activities or competitive sports and must be both individual and team sports over a period of time.

A record of learner observation could be used from others who can confirm that the learner took part in sports activities – individual and team.

Assessors could complete an observation checklist supported by commentary that explains how the learner has met the requirements of the AC.

Type of evidence: leaflet, poster or presentation.

AC2.3 to 2.5

Additional information: learners will show an understanding of equipment, resources and the essential rules and regulations involved in a range of sports, along with the skills and techniques required to participate.

Learners could produce a leaflet or poster which includes written and/or visual examples of the learner's chosen sports. The leaflet or poster must include at least three individual and three team sports.

Type of evidence: report.



Delivery and assessment guidance

AC3.1 to 3.4

Additional information: following on from the learner participating in sports activities (AC2.1, 2.2), a report that reviews their involvement within the individual and team sports played, identifying any of their own strengths and development areas. The learner could use the observation checklist produced by the assessor to review their performance, identifying strengths and areas of performance that could improve.

As a result of the review, the learner could produce a personal development plan for a particular sport that helps them improve their performance. This may be the frequency of participation, coaching or joining a club, to enable them to develop further.

Evidence could include:

- worksheets/workbooks
- poster or leaflet
- participation log/diary
- witness statement
- record of learner observation
- observation
- video evidence
- presentation
- report.



Unit 02 Sports coaching (Y/505/8991)

Unit summary

In this unit, learners will understand the importance of communication skills, the qualities and responsibilities of a coach, and how to create a positive coaching environment. They will understand the different components of an activity session, and will plan, deliver and evaluate a session.

Assessment

This unit is internally assessed via a portfolio of evidence.

Optional	Graded P/M/D	Level 1	4 credits	35 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know the qualities and responsibilities of a coach delivering a sports coaching session	1.1 Identify the personal qualities and responsibilities of a coach	Learners will identify the personal qualities and responsibilities of a coach	Learners will identify a range of personal qualities and responsibilities of a coach	No Distinction for this AC
	1.2 Outline the importance of strong communication skills	Learners will outline the importance of strong communication skills	No Merit for this AC	No Distinction for this AC
	1.3 Outline good coaching practice during coaching sessions	Learners will outline good coaching practice during coaching sessions	Learners will outline a range of good coaching practices during coaching sessions	Learners will outline a wide range of good coaching practices during coaching sessions
	1.4 Identify potential risks for the selected sports coaching session	Learners will identify potential risks for the selected sports coaching session	Learners will identify a range of potential risks for the selected sports coaching session	No Distinction for this AC



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	1.5 Explain ways in which a safeguarding policy can protect children and coaches	Learners will explain ways in which a safeguarding policy can protect children and coaches	Learners will explain a range of ways in which a safeguarding policy can protect children and coaches. Learners will give reasons for their choices	No Distinction for this AC
	1.6 Describe the responsibility of the coach for dealing with and reporting injury, illness or incident	Learners will describe the responsibility of the coach for dealing with and reporting injury, illness or incident	No Merit for this AC	No Distinction for this AC
2. Be able to plan a sports coaching session	2.1 Identify the key components of an effective session plan	Learners will identify the key components of an effective session plan	No Merit for this AC	No Distinction for this AC
	2.2 Explain why the timing of activities is important during a sports coaching session	Learners will explain why the timing of activities is important during a sports coaching session	Learners will explain why the timing of activities is important during a sports coaching session and give reasons for their response	No Distinction for this AC
	2.3 Produce a sports coaching session plan	Learners will produce a sports coaching session plan	Learners will produce a suitable sports coaching plan	Learners will produce a detailed sports coaching plan
	2.4 Outline contingency plans for a sports coaching session	Learners will outline contingency plans for a sports coaching session	Learners will outline suitable contingency plans for a sports coaching session, giving reasons for their choices	Learners will outline realistic contingency plans for a sports coaching session, giving reasons for their choices



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Be able to deliver an aspect of a sports coaching session	3.1 Deliver an aspect of a correctly structured coaching session	Learners will deliver an aspect of a correctly structured coaching session	Learners will confidently deliver a coaching session that is well organised	Learners will deliver a fluent coaching session that is well organised and effective
	3.2 Correct the following components within a sports coaching session: <ul style="list-style-type: none"> • physical • psychological • tactical • technical 	Learners will correct physical, psychological, tactical and technical components within a sports coaching session	Learners will clearly correct physical, psychological, tactical and technical correction components within a sports coaching session	No Distinction for this AC
	3.3 Communicate clearly with participants	Learners will communicate clearly with participants	No Merit for this AC	No Distinction for this AC
	3.4 Conclude and summarise the session with participants	Learners will conclude and summarise the session with participants	Learners will confidently conclude and summarise the session with participants	No Distinction for this AC
4. Be able to evaluate a sports coaching session	4.1 Outline why evaluating coaching sessions is important	Learners will outline why evaluating coaching sessions is important	No Merit for this AC	No Distinction for this AC
	4.2 State how to make use of previous feedback and evaluations when planning future coaching sessions	Learners will state how to make use of previous feedback and evaluations when planning future coaching sessions	No Merit for this AC	No Distinction for this AC
	4.3 Identify how to use feedback from	Learners will identify how to use feedback from	No Merit for this AC	No Distinction for this AC



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	colleagues to improve coaching practice	colleagues to improve coaching practice		
	4.4 Outline methods of improving future coaching practice	Learners will outline methods of improving future coaching practice	No Merit for this AC	No Distinction for this AC

Delivery and assessment guidance

Type of evidence: worksheets/workbooks

AC1.1 to 1.6, 2.1 to 2.4, 3.1 to 3.4, 4.1 to 4.4

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

Type of evidence: leaflet, information guide.

AC1.1 to 1.3

Additional information: learners could produce a leaflet or information guide that outlines the key qualities and responsibilities of a coach, including personal qualities and core skills. An outline of the importance of strong communication skills must be provided and could include ways to effectively communicate and build rapport with participants. Information on personal appearance and presentation must be included, such as dress code, personal presentation, professionalism and technical knowledge.

Types of evidence: risk assessment, report, assignment.

**AC1.4 to 1.6**

Additional information: learners could produce a risk assessment linked to their coaching session. A risk assessment template could be provided for the learners to complete. A report on the safety aspects of a coaching session could also be produced.

Learners must be encouraged to consider the risk element of the session such as:

- location
- equipment
- ratio of numbers for the session
- site-specific emergency procedures
- first aid requirements.

Learners could annotate on an appropriate safeguarding policy, explaining how it can protect children and coaches. Learners could also write a report to explain the importance of safeguarding and why coaches must follow a policy.

Learners must describe the responsibility they have for dealing with any injuries, illnesses or incidents that may occur during their coaching sessions, such as treating injuries or using a qualified first aider to assist them with any illnesses/injuries. They must also state who they should report these cases to - head coach, an employer or participant's parents.

Type of evidence: report, worksheet, contingency plan.

AC2.1, 2.2 and 2.4

Additional information: learners could produce a report or complete a worksheet that identifies the components of a coaching session.

The components of a session plan could include time, duration and location of a session, the age and ability of participants, equipment required, warm-up, main content and cool-down, contingency and safety considerations. Learners must also explain why the timing of activities is important.

Learners could produce a contingency plan for a sports coaching session and outline what they need to do if something unexpected happens within their session. For example, all of the equipment you require for your session is not available.



Delivery and assessment guidance

Type of evidence: practical application, session plan.

AC2.3

Additional information: learners must devise a sports coaching session plan, with the assistance of a qualified coach. Within the session plan there must be clear identification of the content (warm up, main aspect and cool down); equipment needed for the session and the amount required; timings for each aspect of the session; and some key aims and objectives for the session. As part of the session plan a contingency plan must be included, in case of bad weather, reduced numbers or lack of equipment/facilities.

Type of evidence: practical application, observation checklist, witness statement, record of learner observation, video evidence.

AC3.1 to 3.4

Additional information: learners must be given the opportunity to demonstrate their coaching skills through the delivery of a coaching session. This could be either by assisting as a coach, taking the lead for part of a session or delivering the session in its entirety.

Learners must demonstrate their communication skills and the ability to coach the correct physical, psychological, tactical and technical components of their session, so it is important that they are knowledgeable about the sport/activity they are coaching. The session must be delivered in a safe manner and take safety into account throughout. The learner must also bring their session/part of the session to a suitable conclusion and allow for the next stage of the session to begin. Assessors could support an observation checklist with video evidence showing the learners' performance or a record of learner observation.

Type of evidence: practical application, report, professional discussion.

AC4.1 to 4.4

Additional information: it is important that learners understand ways to evaluate the effectiveness of coaching sessions. This could be through self-reflection and taking feedback from participants.

Learners could complete a report or self-reflection to identify how their session went well, aspects that could be improved, and what they would do if they were to deliver the session again.



Delivery and assessment guidance

Types of evidence

Evidence must include:

- session plan.

Evidence could include:

- worksheets/workbooks
- leaflet
- information guide
- report
- assignment
- practical application
- observation checklist
- witness statement
- video evidence
- professional discussion
- record of learner observation.



Unit 03 Leading others (T/505/9713)

Unit summary

In this unit, learners will develop an understanding of leadership and decision-making skills and why they are important in certain situations. Learners demonstrate the use of effective leadership skills through a group activity and will review the use of their skills.

Assessment

This unit is internally assessed via a portfolio of evidence.

Optional	Graded P/M/D	Level 1	4 credits	34 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand the characteristics of effective leadership	1.1 Identify key characteristics and qualities of leadership	Learners will identify key characteristics and qualities of leadership	No Merit for this AC	No Distinction for this AC
	1.2 Outline why these characteristics are important for effective leadership	Learners will outline why these characteristics are important for effective leadership	Learners will give a clear outline why these characteristics are important for effective leadership	Learners will give a detailed outline why these characteristics are important for effective leadership
2. Know which leadership skills to use with others	2.1 Identify leadership skills to use with others	Learners will identify leadership skills to use with others	Learners will clearly identify leadership skills to use with others. Learners will include examples	Learners will clearly identify leadership skills to use with others. Learners will provide a wide range of examples
	2.2 Identify situations that require leadership skills	Learners will identify situations that require leadership skills	Learners will identify situations that require leadership skills. Learners will give examples	Learners will identify a wide range of situations that require leadership skills. Learners will give examples
3. Be able to demonstrate leadership skills in a group	3.1 Identify instances when leadership skills have been demonstrated	Learners will identify instances when leadership skills have been demonstrated	Learners will identify a range of instances when leadership skills have been demonstrated	Learners will identify a wide range of instances when leadership skills have been demonstrated



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	3.2 Use an appropriate leadership skill	Learners will use an appropriate leadership skill. Learners will require some tutor support	Learners will confidently use an appropriate leadership skill. Learners will work independently and not require any support	No Distinction for this AC
4. Be able to review own practice of leadership skills	4.1 Outline why use of a leadership skill is a success	Learners will outline why use of a leadership skill is a success	Learners will give a clear outline why use of a leadership skill is a success	Learners will give a detailed outline why use of a leadership skill is a success
	4.2 Identify one aspect of leadership that did not go well	Learners will identify one aspect of leadership that did not go well	No Merit for this AC	No Distinction for this AC
	4.3 Explain why use of a leadership skill was not so successful	Learners will explain why use of a leadership skill was unsuccessful	Learners will give a clear explanation of why use of a leadership skill was unsuccessful	Learners will give a detailed explanation of why use of a leadership skill was unsuccessful
5. Understand how to make decisions	5.1 Identify a decision that needs to be made about a task or situation	Learners will identify a decision that needs to be made about a task or situation	No Merit for this AC	No Distinction for this AC
	5.2 Describe the step or steps needed to make the decision	Learners will describe the step or steps needed to make the decision	Learners will clearly describe the step or steps needed to make the decision	Learners will give a detailed description of the step or steps needed to make the decision



Delivery and assessment guidance

Type of evidence: worksheets/workbooks.

AC 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

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

Type of evidence: report, presentation, poster.

AC1.1, 1.2, 2.1, 2.2

Additional information: learners could research leadership characteristics, qualities and skills and present their findings in a report or a poster highlighting key leadership skills and qualities needed to work with others, such as motivation, communication and approachability.

The evidence must also identify situations when use of leadership skills will be required - managing teams, dealing with change and implementing new procedures.

Types of evidence: practical activities, role plays, observation.

AC3.1 and 3.2

Additional information: to satisfy the learning outcome, learners must demonstrate their ability to use leadership skills they have developed. This would ideally be done in a practical real environment, although a role play/simulated situation would be acceptable.

Different practical activities could be devised to check how the learners would use their leadership skills. These activities must cover a range of situations and could be captured via a record of learner observation or video recording.

Type of evidence: report, learner discussion.



Delivery and assessment guidance

AC4.1 to 4.3, 5.1, 5.2

Additional information: following on from the learner participating in the practical aspects of LO3, learners must review the leadership skills used. The review must identify at least one thing they did well and at least one aspect that they felt did not go well.

The practical activities could also be used to enable the learner to identify how they made decisions that were related to the task/situation and the approach they took to making those decisions. Learners could present this review in a short report, or the assessor could have a verbal discussion with the learner relating to the AC and record this in audio or written content to capture the responses.

Types of evidence

Evidence could include:

- worksheets/workbooks
- report
- presentation
- poster
- practical activities/role plays
- observation
- learner discussion.



Unit 04 Personal exercise and fitness (H/505/9741)

Unit summary

In this unit, learners will understand why people participate in exercise and fitness. Common fitness tests will be identified, participated in and results recorded. Learners will actively participate in exercise and fitness activities to improve their fitness levels.

Assessment

This unit is internally assessed via a portfolio of evidence.

Optional	Graded P/M/D	Level 1	4 credits	37 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand anatomy and physiology	1.1 Identify the structure and function of the body in relation to exercise and fitness	Learners will identify the structure and function of the body in relation to exercise and fitness	Learners will clearly identify the structure and function of the body and relate them to exercise and fitness	Learners will clearly identify the structure and function of the body and show a detailed understanding of how they relate to exercise and fitness
	1.2 Identify the effects of exercise and fitness on body systems	Learners will identify the effects of exercise and fitness on systems of the body	Learners will identify a range of effects of exercise and fitness on systems of the body showing a clear understanding	Learners will identify a wide range of effects of exercise on systems of the body showing a detailed understanding
2. Understand the components of physical fitness	2.1 Define health, exercise, physical activity and fitness and outline the differences between them	Learners will define health, exercise, physical activity and fitness and outline the differences between them	Learners will define health, exercise, physical activity and fitness. Learners will clearly outline the differences between them	Learners will define health, exercise, physical activity and fitness. Learners will be able to outline and compare the differences between them
	2.2 Define the principles of training	Learners will define the principles of training	Learners will provide a clear definition of the principles of training	Learners will provide a detailed definition of the principles of training



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	2.3 Identify the components of physical fitness	Learners will identify the components of physical fitness	Learners will identify and explain the components of physical fitness	Learners will identify and provide a detailed explanation of the components of physical fitness
3. Know the considerations for taking part in exercise and fitness activities	3.1 Outline the main reasons for participating in exercise and fitness	Learners will outline the main reasons for participating in exercise and fitness	No Merit for this AC	No Distinction for this AC
	3.2 Identify health and safety requirements of participation in exercise and fitness	Learners will identify health and safety requirements of participation in exercise and fitness	Learners will clearly identify health and safety requirements. They will be able to link them to the requirements of participation in exercise and fitness	Learners will identify a wide range of health and safety requirements. They will be able to link them to the requirements of participation in exercise and fitness
	3.3 Identify common fitness tests	Learners will identify common fitness tests	No Merit for this AC	No Distinction for this AC
	3.4 Outline the main purpose for warming up and cooling down	Learners will outline the main purpose for warming up and cooling down	Learners will give a clear outline for warming up and cooling down	Learners will give a detailed outline for warming up and cooling down
4. Be able to participate in exercise and fitness activities designed to improve personal fitness	4.1 Identify the main components of a fitness session	Learners will identify the main components of a fitness session	No Merit for this AC	No Distinction for this AC
	4.2 Participate in personal fitness testing	Learners will participate in personal fitness testing	Learners will participate confidently in a range of personal fitness tests	Learners will participate confidently in a wide range of personal fitness tests
	4.3 Record results from personal fitness testing	Learners will record results from personal fitness testing	No Merit for this AC	No Distinction for this AC



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	4.4 Actively participate in exercise and fitness activities to improve own fitness levels	Learners will actively participate in exercise and fitness activities to improve own fitness levels	No Merit for this AC	No Distinction for this AC
5. Be able to reflect on participation in exercise and fitness activities	5.1 Review personal fitness testing results over time	Learners will review personal fitness testing results over time	No Merit for this AC	No Distinction for this AC
	5.2 Identify personal benefits and/or effectiveness of following a fitness programme	Learners will identify personal benefits and/or effectiveness of following a fitness programme	Learners will identify a range of personal benefits and/or effectiveness of following a fitness programme	Learners will identify a wide range of personal benefits and/or effectiveness of following a fitness programme

Delivery and assessment guidance

Type of evidence: worksheets/workbooks.

AC1.1, 1.2, 2.1 to 2.3, 3.1 to 3.4 and 4.1

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

Type of evidence: report.

AC1.1, 1.2, 2.1 to 2.3

Additional information: learners could write a report on strength and conditioning. Learners must define the main components of fitness – strength, speed, stamina, flexibility and body composition and provide at least three examples of the benefits of being physically fit.



Delivery and assessment guidance

Type of evidence: poster.

AC2.3

Additional information: learners need to show an understanding of the components of physical fitness – cardiovascular, strength, endurance, flexibility and body composition. A poster could be produced to visually show the components.

Types of evidence: poster or information leaflet.

AC3.1, 3.2

Additional information: a poster or information leaflet could be devised by learners. The poster or information leaflet must identify at least three benefits of participating in exercise and fitness, and also identify at least three safety requirements for participation, PAR-Q, induction, warm-up/cool-down.

Type of evidence: report

AC3.3 and 3.4

Additional information: learners could complete a report that identifies common fitness tests, such as sit and reach, bleep test and vertical jump, and the purpose of effective warm up and cool down.

Type of evidence: fitness test results and diary.

AC4.2 to 4.4

Additional information: All practical activities must be supported by a record of learner observation.

Learners must participate in fitness tests and record their results in an appropriate format. Fitness tests can be basic tests that do not require specialist equipment, allowing the learners to compare their results to national averages (normative data).

Learners could complete a diary explaining the activities that they have undertaken.



Delivery and assessment guidance

To meet the AC, the learner must take part in exercise and fitness activities and could keep a fitness diary to record their achievements after each activity they participate in.

Learners are recommended to participate in a six-week personal training programme. A report assessing the results of the learner's own fitness programme could be used to meet the AC. Post-fitness-programme fitness tests could be completed to check any difference in results from pre-fitness-programme tests.

Learners could write a review of how they felt the programme went, alongside the use of the fitness diary, identifying where their levels have increased or decreased. Any tests must be completed over a sufficient period of time to allow for the learner to record and see any differences in results.

Types of evidence: report.

AC5.1 and 5.2

Additional information: the learner must review the results of their fitness tests. This could be supported by a statement from the learner relating to how they felt as a result of the fitness activities, highlighting the benefits of taking part in a fitness programme.

Types of evidence

Evidence could include:

- worksheets/workbooks
- report
- poster or information leaflet
- fitness test results and diary
- annotated photographs to support documentary evidence.



Unit 05 Effect of exercise on human body systems (H/505/9710)

Unit summary

Learners will understand the structure and function of the skeletal, muscular, respiratory and cardiovascular systems, and the effects of exercise on these systems.

Assessment

This unit is internally assessed via a portfolio of evidence.

Optional	Graded P/M/D	Level 1	4 credits	34 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know the components of fitness	1.1 Outline the components of total fitness	Learners will outline the components of total fitness	Learners will outline the components of total fitness. They will provide some explanation	Learners will outline the components of total fitness. They will provide a detailed explanation
	1.2 Outline the components of physical fitness	Learners will outline the components of physical fitness	Learners will outline the components of physical fitness. They will provide some explanation	Learners will outline the components of total fitness. They will provide a detailed explanation
	1.3 List the factors that affect physical fitness	Learners will list the factors that affect physical fitness	Learners will list a range of factors that affect physical fitness	Learners will list a wide range of factors that affect physical fitness
	1.4 List the effects of physical fitness on other components of total fitness	Learners will list the effects of physical fitness on other components of total fitness	Learners will provide a range of effects of physical fitness on other components of total fitness. Evidence will show some understanding of the effects	Learners will provide a wide range of effects of physical fitness on other components of total fitness. Evidence will demonstrate understanding of the effects



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Know the structure and function of the skeletal system	2.1 List the functions of the skeleton	Learners will list the functions of the skeleton	No Merit for this AC	No Distinction for this AC
	2.2 List the basic types of bones	Learners will list the basic types of bones	No Merit for this AC	No Distinction for this AC
	2.3 List the basic types of joints	Learners will list the basic types of joints	No Merit for this AC	No Distinction for this AC
	2.4 Describe the basic structure of a synovial joint	Learners will describe the basic structure of a synovial joint	Learners will provide a clear description of the synovial joint and include examples	Learners will provide a detailed description, including examples of the different group types of synovial joints
	2.5 Describe the basic structure and function of ligaments	Learners will describe the basic structure and function of ligaments	Learners will provide a clear description of the structure and function of ligaments	Learners will provide a detailed description of the structure and function of ligaments
	2.6 List the short- and long-term effects of exercise on bones and joints	Learners will list the short- and long-term effects of exercise on bones and joints	Learners will list a range of the short- and long-term effects of exercise on bones and joints	Learners will list a wide range of the short- and long-term effects of exercise on bones and joints
3. Know the structure and function of the muscular system	3.1 List the characteristics of muscles	Learners will list the characteristics of muscles	No Merit for this AC	No Distinction for this AC
	3.2 List the characteristics of tendinous tissue	Learners will provide a list of the characteristics of tendinous tissue	No Merit for this AC	No Distinction for this AC
	3.3 Identify the different types of muscle tissue functions	Learners will identify the different types of muscle tissue functions	Learners will provide clear explanation of the different types of muscle tissue functions	Learners will provide a detailed explanation of the different types of muscle tissue functions



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	3.4 Describe the short-and long-term effects of exercise on skeletal muscle	Learners will describe the short- and long-term effects of exercise on skeletal muscle	Learners will describe a range of the short- and long-term effects of exercise on skeletal muscle	Learners will describe a wide range of the short- and long-term effects of exercise on skeletal muscle
4. Know the structure and function of the respiratory system	4.1 List the respiratory organs	Learners will list the respiratory organs	No Merit for this AC	No Distinction for this AC
	4.2 Identify the location of the respiratory organs	Learners will identify the location of the respiratory organs	No Merit for this AC	No Distinction for this AC
	4.3 Describe the function of the respiratory organs	Learners will describe the function of the respiratory organs	No Merit for this AC	No Distinction for this AC
	4.4 Describe the process of breathing and gaseous exchange	Learners will describe the process of breathing and gaseous exchange	Learners will provide clear description of the process of breathing and gaseous exchange	Learners will provide a detailed description of the process of breathing and gaseous exchange
	4.5 Describe the short- and long-term effects of exercise on the respiratory system	Learners will list examples of the short- and long-term effects of exercise on the respiratory system	Learners list a range of examples of the short- and long-term effects of exercise on the respiratory system	Learners will list a wide range of examples of the short- and long-term effects of exercise on the respiratory system
5. Understand the structure and function of the cardiovascular system	5.1 Identify the location of the heart	Learners will identify the location of the heart	No Merit for this AC	No Distinction for this AC.
	5.2 Describe the structure and function of the heart	Learners provide a basic description of the structure and function of the heart	Learners provide an explanation and clear description of the structure and function of the heart	Learners provide a detailed description of the structure and function of the heart



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	5.3 Identify the components of the circulatory system	Learners will identify the components of the circulatory system	Learners will clearly identify the components of the circulatory system	No Distinction for this AC
	5.4 Describe the function of the circulatory system	Learners will provide a basic description of the function of the circulatory system	Learners will clearly describe the function of the circulatory system	Learners will provide a detailed description of the function of the circulatory system
	5.5 Describe how blood vessels connect the heart, lungs and muscles	Learners provide a basic description of how blood vessels connect the heart, lungs and muscles	Learners will clearly describe how blood vessels connect the heart, lungs and muscles	Learners will provide a detailed description of the function of how blood vessels connect the heart and muscles
	5.6 Outline the short- and long-term effects of exercise on the cardiovascular system	Learners will provide examples of the short- and long-term effects of exercise on the cardiovascular system	Learners will include a range of examples of the short- and long-term effects of exercise on the cardiovascular system	Learners will include a wide range of examples of the short- and long-term effects of exercise on the cardiovascular system

Delivery and assessment guidance

Type of evidence: worksheets/workbooks.

AC1.1 to 1.4, 2.1 to 2.6, 3.1 to 3.4, 4.1 to 4.5, 5.1 to 5.6

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

Type of evidence: report, poster or worksheet.

AC1.1 to 1.4, 2.1 to 2.5



Delivery and assessment guidance

Additional information: a report on the components of total fitness and the components of physical fitness could be used to meet the AC.

Learners could list the factors that affect physical fitness and how this can affect total fitness (building and strengthening muscle, increasing cardiovascular endurance and improving flexibility and body composition).

Learners could complete a report that includes the range of movement and flexibility of a synovial joint, such as a hinge joint. This could also include a description of the functions of ligaments and how they connect bones and provide stability to joints.

Types of evidence: poster, information leaflet or diagram.

AC2.1 to 2.5, 3.1 to 3.4

Additional information: learners must show an understanding of the structure and function of the skeletal system. A poster, leaflet or diagram could be produced to visually show the functions of the skeleton, basic types of bones (humerus, radius, femur, fibula, tibia) and basic types of joints (ball and socket, hinge).

A visual representation of the human skeleton could be used to list the function and also label the bone and joint types.

Learners must know the structure and function of the muscular system. A poster, leaflet or diagram could be produced to show muscles within the body, this could be annotated with a list of features of muscle. The same piece of evidence could also include a list of the features of tendon tissue and a description of its function.

Alternatively, this learning outcome could be covered in conjunction with learning outcomes 2, 4 and 5 to cover all of the aspects of the human body systems within an information booklet.

Type of evidence: poster, information leaflet or diagram.



AC4.1 to 4.4

Additional information: learners could use visuals (pictures, diagrams) to list and identify the respiratory organs within the respiratory system. Within a supporting statement, learners could write about the functions of these organs.

Learners could also use these sources (poster, information leaflet or diagram) to describe the breathing and gaseous exchange process.

Alternatively, this learning outcome could be covered in conjunction with learning outcomes 2, 3 and 5 to cover all of the aspects of the human body systems within an information booklet.

Type of evidence: poster, information leaflet or diagram.

AC5.1 to 5.6

Additional information: learners could produce an information leaflet based on the structure and function of the heart. A visual representation could be used for the learner to identify the position of the heart within the body, along with the components of the circulatory system. This visual could also include further descriptions of the function and structure of the heart and circulatory system. Learners could also include a description of how blood vessels connect the heart, lungs and muscles.

Alternatively, this learning outcome could be covered in conjunction with learning outcomes 2 to 4 to cover all of the aspects of the human body systems within an information booklet.

Types of evidence: poster, information leaflet or diagram.

AC2.6, 3.4, 4.5, 5.6

Additional information: within the poster or information leaflet, the learner could include a list of the short- and long-term effects that exercise has on the bones and joints, and the skeletal, respiratory and cardiovascular systems.

Types of evidence

Evidence could include:



Delivery and assessment guidance

- worksheet/workbooks
- report
- poster
- information leaflet or diagram.



Unit 06 Strength and conditioning (K/505/9742)

Unit summary

In this unit, learners will learn about strength and conditioning exercises, equipment and facilities used. Learners will be able to plan, use and review a fitness programme in order to identify targets.

Assessment

This unit is internally assessed via a portfolio of evidence.

Optional	Graded P/M/D	Level 1	4 credits	35 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand what is meant by strength and conditioning	1.1 Define the terms 'strength' and 'conditioning'	Learners will define the terms 'strength' and 'conditioning'	No Merit for this AC	No Distinction for this AC
	1.2 Describe the main components of fitness	Learners will provide a basic definition of the components of fitness	Learners will provide a clear definition of the components of fitness	Learners will provide a detailed definition of the components of fitness
	1.3 Identify benefits of being physically fit	Learners will identify benefits of being physically fit	Learners will identify a range of benefits of being physically fit	Learners will identify a wide range of benefits of being physically fit
2. Know about facilities, equipment and exercises for strength and conditioning	2.1 Identify the facilities used for strength and conditioning	Learners will identify facilities used for strength and conditioning	Learners will identify a range of facilities used for strength and conditioning	Learners will identify a wide range of facilities used for strength and conditioning
	2.2 Identify equipment used for strength and conditioning	Learners will identify the equipment used for strength and conditioning	Learners will identify a range of equipment used for strength and conditioning	Learners will identify a wide range of equipment used for strength and conditioning



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	2.3 Outline the health and safety considerations necessary when using facilities and equipment for strength and conditioning	Learners will outline the health and safety considerations necessary when using facilities and equipment for strength and conditioning	Learners will clearly outline a range of health and safety considerations necessary when using facilities and equipment for strength and conditioning	Learners will outline a wide range of health and safety considerations necessary when using facilities and equipment for strength and conditioning. Learners' outlines will be relevant and in context
	2.4 Give examples of strength and conditioning exercises	Learners will give examples of strength and conditioning exercises	Learners will provide a range of examples of strength and conditioning exercises	Learners will provide a wide range of examples of strength and conditioning exercises
	2.5 Outline the health and safety considerations necessary when participating in strength and conditioning exercises	Learners will outline the health and safety considerations necessary when participating in strength and conditioning exercises	No Merit for this AC	No Distinction for this AC
3. Be able to plan and use a fitness programme	3.1 Assess initial fitness, identifying areas for improvement	Learners will assess initial fitness, identifying areas for improvement	No Merit for this AC	No Distinction for this AC
	3.2 Plan own personal fitness programme	Learners will plan own personal fitness programme	Learners will plan own personal fitness programme and include a range of training methods and exercises	Learners will plan own personal fitness programme and include a wide range of training methods and exercises
	3.3 Assess the results of own personal fitness programme, recording progress made	Learners will assess the results of own personal fitness programme, recording progress made	Learners will clearly assess the results of own fitness programme, recording progress made	Learners will provide a detailed assessment of the results of own fitness programme, recording progress made



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	3.4 Revise own personal fitness programme	Learners will revise own personal fitness programme to meet new fitness targets	Learners will suitably revise own personal fitness programme	Learners will realistically revise own personal fitness programme

Delivery and assessment guidance
<p>Type of evidence: worksheets/workbooks.</p> <p>AC1.1 to 1.3, 2.1 to 2.5, 3.1 to 3.4</p> <p>Additional information: a series of worksheets or a workbook could be developed for learners to work through and meet the AC within the learning outcomes for the unit. Worksheets or workbooks must assess the learner’s knowledge following any teaching/tutoring by the assessor but must not be used as an activity during the delivery of knowledge.</p> <p>Type of evidence: leaflet.</p> <p>AC1.1 to 1.3</p> <p>Additional information: The leaflet must provide a description of the terms ‘strength’ and ‘conditioning’ and include the components of fitness, giving the reader a clear understanding of what is meant. Within the leaflet, learners must include the key benefits of being physically fit – health, well-being, mobility.</p> <p>Type of evidence: information booklet.</p> <p>AC2.1 to 2.5</p>



Delivery and assessment guidance

Additional information: Learners could produce an information booklet that includes facilities, equipment and exercises used within strength and conditioning. Consideration must be given to facilities and equipment used for strength and conditioning exercises. This must be supported by the health and safety considerations that need to be taken into account, for both facilities and equipment.

Learners could complete a risk assessment and a PAR-Q (physical activity readiness questionnaire).

Examples of exercises used for strength and conditioning – cardiovascular, resistance, circuit training – must also be included.

Type of evidence: product evidence.

AC3.1 to 3.4

Additional information: learners could gather product evidence in relation to fitness test results, an action plan and programme of exercise to improve levels of fitness and an evaluation of the results of a planned and completed fitness programme. Where appropriate, the learner must identify any necessary changes to their programme, such as frequency or intensity.

Types of evidence

Evidence could include:

- worksheet/workbooks
- leaflet
- information booklet
- product evidence
- annotated photographs to support documentary evidence
- assessor observation.



Unit 07 Health and nutrition (M/505/9712)

Unit summary

In this unit, learners will understand the major food groups and the importance of a balanced diet. They will look at different diets and will be able to prepare a healthy diet plan.

Assessment

This unit is internally assessed via a portfolio of evidence.

Optional	Graded P/M/D	Level 1	4 credits	32 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand major food groups	1.1 Identify major food groups	Learners will identify the major food groups	No Merit for this AC	No Distinction for this AC
	1.2 Outline the main function of each group	Learners will outline the main function of each food group	Learners will outline the main function of each food group showing clear understanding	Learners will outline in detail the main function of each food group
	1.3 Give examples of the sources for each identified food group	Learners will give examples of the sources for each identified food group	Learners will give examples of the sources for each identified food group. Showing a clear understanding	Learners will give detailed examples of the sources for each identified food group
	1.4 Identify the main vitamins and minerals for each food group	Learners will identify the main vitamins and minerals for each food group	Learners will identify a range of the main vitamins and minerals for each food group, showing a clear understanding	Learners will identify a wide range of the main vitamins and minerals for each food group



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	1.5 Give examples of the sources of each identified vitamin and mineral	Learners will give examples of the sources of each identified vitamin and mineral	Learners will give examples of the sources of each identified vitamin and mineral, showing a clear understanding	Learners will give detailed examples of the sources of each identified vitamin and mineral
2. Know about the importance of nutrition to health and wellbeing	2.1 Identify signs of mineral and vitamin deficiency	Learners will identify signs of mineral and vitamin deficiency	Learners will identify a range of signs of mineral and vitamin deficiency	Learners will identify a wide range of signs of mineral and vitamin deficiency
	2.2 Identify signs of mineral and vitamin toxicity.	Learners will identify signs of mineral and vitamin toxicity	Learners will identify a range of signs of mineral and vitamin toxicity	Learners will identify a wide range of signs of mineral and vitamin toxicity
	2.3 State the importance of hydration	Learners will state the importance of hydration. There will be no links to understanding the relationship between hydration and sports performance	Learners will clearly state the importance of hydration. There will be some links to understanding the relationship between hydration and sports performance	Learners will state in detail the importance of hydration. They will show a good understanding of the relationship between hydration and sports performance
	2.4 Outline the reasons why a balanced diet is important	Learners will outline why a balanced diet is important	Learners will clearly outline the reasons why a balanced diet is important. They will link some of their explanations to the influence of nutritional strategies on sports performance, showing a clear understanding	Learners will outline in detail why a balanced diet is important. They will link all their explanations to the influence of nutritional strategies on sports performance



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Know how to manage a healthy and balanced diet	3.1 Outline why diet may vary for different people	Learners will outline why diet may vary for different people	Learners will outline why diet may vary for different people, and will provide a range of examples	Learners will outline in detail why diet may vary for different people, and will provide a wide range of examples
	3.2 State the benefits of different diets	Learners will state the benefits of different diets	Learners will state a range of benefits of different diets	Learners will state a wide range of benefits of different diets
	3.3 Create a personal healthy diet plan	Learners will create a personal healthy diet plan. They will consider a limited range of nutrients in their balanced diet	Learners will create a suitable personal healthy diet plan. They will consider a range of nutrients in their balanced diet	Learners will create a realistic, personal healthy diet plan. They will consider a wide range of nutrients in their balanced diet
	3.4 Follow the personal healthy diet plan, identifying any improvement to health and wellbeing	Learners will follow the personal healthy diet plan, identifying any improvement to health and wellbeing	No Merit for this AC	No Distinction for this AC
	3.5 Outline ways of promoting a healthy diet	Learners will outline ways of promoting a healthy diet	Learners will outline a range of ways of promoting a healthy diet. The learners will include evidence of some research giving reasons for their choice	Learners will outline in detail ways of promoting a healthy diet. The learners will use a wide range of sources in their research

Delivery and assessment guidance

Type of evidence: worksheets/workbooks.

AC1.1 to 1.5, 2.1 to 2.3, 3.1 to 3.5



Delivery and assessment guidance

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

Type of evidence: leaflet.

AC1.1 to 1.5, 2.1 and 2.2

Additional information: learners could produce a leaflet that shows their understanding of the major food groups and the functions they fulfil. A visual example such as the Eat Well guide could be used: the five food groups can be identified, along with some examples of sources of food (bread, fruit, milk, meat, sugar).

The leaflet could go on to identify the main vitamins and minerals within each food group and provide some examples of sources, such as carbohydrates, fibre, calcium and vitamin C.

To satisfy AC2.1 and AC2.2, learners could include signs of mineral and vitamin deficiency and toxicity within their leaflet as further information.

Type of evidence: report or poster.

AC2.3 and 2.4

Additional information: a report or poster stating the importance of good hydration and the effects this can have on individuals could be included for AC2.3.

Learners could include examples from both sport (for example, boxing, cricket, football) and exercise (for example, spinning classes, body pump and weightlifting).

An outline of why a balanced diet is important to meet an individual's daily requirements could be included for AC2.4.

Type of evidence: report.



Delivery and assessment guidance

AC3.1 to 3.5

Additional information: a report outlining why people have different diets could be used to meet AC3.1. This could focus on children, adults or the elderly, taking into account the requirements these groups might have as well as restrictions such as money, access and availability of healthy foods.

Learners could research different types of diet – balanced, low calorie, high carbohydrate, ‘fad’ diets – and include the benefits of these within their report.

To satisfy AC3.5, an outline of the ways to promote a healthy diet must be included.

Type of evidence: diet plan.

AC3.3

Additional information: learners could devise a diet plan for themselves to follow for a period of time, such as one week. Initially they could record their food intake for one week, then devise and follow a diet plan to see if they can notice any differences in their food intake, energy levels and weight.

Types of evidence

Evidence could include:

- worksheets/workbooks
- leaflet
- report
- diet plan.



Unit 08 Developing sports volunteering skills (M/505/9709)

Unit summary

In this unit, learners will understand the skills, qualities and values that a sports volunteer needs, and will apply these in a sports volunteering role, reviewing what went well and what could be improved.

Assessment

This unit is internally assessed via a portfolio of evidence.

Optional	Graded P/M/D	Level 1	4 credits	32 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know the skills, qualities and values that a sports volunteer will need	1.1 Identify the skills, qualities and values that a sports volunteer will need	Learners will identify the skills, qualities and values that a sports volunteer will need	Learners will identify a range of skills, qualities and values that a sports volunteer will need	Learners will identify a wide range of skills, qualities and values that a sports volunteer will need
	1.2 Describe the skills, qualities and values that a sports volunteer will need	Learners will describe the skills, qualities and values that a sports volunteer will need	Learners will describe a range of skills, qualities and values that a sports volunteer will need	Learners will describe a wide range of skills, qualities and values that a sports volunteer will need
	1.3 Identify own skills, qualities and values that would help in a sports volunteer role	Learners will identify own skills, qualities and values that would help in a sports volunteer role	Learners will identify a range of own skills, qualities and values that would help in a sports volunteer role	Learners will provide a detailed identification of own skills, qualities and values that would help in a sports volunteer role
2. Be able to use communication skills in a sports volunteer role	2.1 Identify different methods of communication	Learners will identify different methods of communication	No Merit for this AC	No Distinction for this AC
	2.2 Identify the benefits of effective communication	Learners will identify the benefits of effective communication	Learners will identify a range of benefits of effective communication	Learners will identify a wide range of benefits of effective communication



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	2.3 Use communication skills to communicate appropriately with: <ul style="list-style-type: none"> an individual a group. 	Learners will use communication skills to communicate appropriately with: <ul style="list-style-type: none"> an individual a group. 	Learners will demonstrate clear communication skills with an individual and a group and adopt a positive and appropriate manner throughout	Learners will demonstrate effective communication skills with an individual and a group and adopt a positive and appropriate manner throughout
3. Be able to assist in managing behaviour in a sports volunteer role	3.1 Identify types of behaviour which are and are not acceptable within different sports volunteer roles	Learners will identify types of behaviour which are and are not acceptable	Learners will identify a range of different types of behaviour which are and are not acceptable	Learners will identify a wide range of different types of behaviour which are and are not acceptable
	3.2 Agree ground rules for acceptable behaviour of the volunteer and the participants with a supervisor	Learners will agree ground rules for acceptable behaviour of the volunteer and the participants with a supervisor	No Merit for this AC	No distinction for this AC
	3.3 Assist in managing basic disruptions when volunteering	Learners will know how to manage basic disruptions when volunteering. There will be tutor support required.	Learners will know how to manage basic disruption when volunteering. There will be some tutor support required.	Learners will know how to effectively manage basic disruptions when volunteering. No tutor support will be required.
4. Be able to participate in a sports volunteer role	4.1 Undertake an assigned role in a voluntary capacity within sport	Learners will undertake an assigned role in a voluntary capacity within sport	Learners will actively undertake an assigned role in a voluntary capacity within sport	No Distinction for this AC
	4.2 Work as part of a team as a sports volunteer	Learners will work as part of a team as a sports volunteer. There will be some tutor support	Learners will actively work as part of a team as a sports volunteer. There will be some tutor support	Learners will effectively work as part of a team as a sports volunteer. There will be no tutor support



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	4.3 State what went well during an assigned volunteer role	Learners will state what went well during an assigned volunteer role	Learners will provide clear suggestions on what went well during the assigned volunteer role	Learners will provide detailed suggestions on what went well during the assigned volunteer role
	4.4 State what could be improved in future volunteer roles	Learners will state what could be improved in future volunteer roles	Learners will provide clear ideas on what could be improved in future volunteer roles	Learners will provide detailed ideas on what could be improved in future volunteer roles

Delivery and assessment guidance

Type of evidence: worksheets/workbooks.

AC1.1, 1.2, 2.1 to 2.3, 3.1 to 3.3, 4.1 to 4.4

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

Type of evidence: poster or leaflet.

AC1.1 to 1.3, 2.1 to 2.2

Additional information: learners could produce a poster or leaflet that identifies and describes the skills, qualities and values that are required by a sports volunteer. Included in the poster or leaflet, learners could identify their own skills, qualities and values.

Learners could also produce a poster or leaflet to identify the different methods and the benefits of effective communication.

Types of evidence: participation log/diary, record of learner observation.

**Delivery and assessment guidance****AC2.3, 4.1 to 4.4**

Additional information: Learners could keep a log or diary of the sports volunteer role they participated in. Learners could identify examples of when they communicated appropriately with colleagues or managers, worked well as part of a team and also what went well and what could be improved upon in future volunteer roles. A record of learner observation could be used to confirm that the candidate took part in a sports volunteer role.

Type of evidence: report.

AC3.1 to 3.3, 4.1 to 4.4

Additional information: following on from the learner participating in a sports volunteer role, they could produce a report that reviews their involvement within the role, identifying any of their own strengths and development areas. As a result of the review, the learner could set a plan for future volunteer roles to improve their performance.

Types of evidence

Evidence could include:

- worksheets/workbooks
- poster or leaflet
- participation log/diary
- record of learner observation
- observation
- report
- annotated photographs to support documentary evidence
- witness testimony.



Unit 09 Assist in a sports event (K/505/9708)

Unit summary

In this unit, learners will identify different types of sports events and set personal objectives. They will prepare for and assist at an event and review the achievement of their objectives.

Assessment

This unit is internally assessed via a portfolio of evidence.

Optional	Graded P/M/D	Level 1	4 credits	30 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know about different types of events	1.1 Describe different leisure events	Learners will describe different leisure events	Learners will describe a range of leisure events	Learners will describe a wide range of leisure events
	1.2 Describe different sport events	Learners will describe different sport events	Learners will describe a range of sport events	Learners will describe a wide range of sport events
2. Be able to prepare to assist at a sports event	2.1 Outline ways to assist at an event	Learners will outline ways to assist at an event	Learners will outline a range of ways to assist at an event	Learners will outline a wide range of ways to assist at an event
	2.2 Prepare for assisting at an event	Learners will prepare for assisting at an event	No Merit for this AC	No Distinction for this AC
	2.3 Set personal objectives to achieve at a sports event	Learners will set personal objectives to achieve at a sports event	Learners will set suitable personal objectives to achieve at a sports event	Learners will set realistic personal objectives to achieve at a sports event
3. Be able to assist at a sports event	3.1 Complete personal objectives while assisting at a sports event	Learners will complete personal objectives while assisting at a sports event	Learners will actively complete personal objectives while assisting at a sports event	No Distinction for this AC



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
4. Be able to review a sports event	4.1 Review achievement of personal objectives	Learners will review achievement of personal objectives	Learners will review achievement of personal objectives with a clear understanding	Learners will review in detail achievement of personal objectives with a clear understanding
	4.2 Review own strengths in assisting at a sport event	Learners will review own strengths in assisting at a sport event. They will not include any suggestions for improving their performance	Learners will review their own strengths in assisting at a sport event. They will include a range of suggestions for improving their own performance	Learners will provide a detailed review of their own strengths in assisting at a sport event. They will include a wide range of suggestions for improving their performance
	4.3 Review success of the sports event	Learners will review the success of the sports event	No Merit for this AC	No Distinction for this AC

Delivery and assessment guidance

Type of evidence: worksheets/workbooks.

AC1.1, 1.2, 2.1, 2.2

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

Type of evidence: poster.

AC1.1 and 1.2

Additional information: to satisfy all the AC within learning outcome 1, learners could produce posters to visually identify types of active leisure and sport events.



Delivery and assessment guidance

In addition, the posters could include ways to assist at these events (stewarding; setting up or taking down equipment; dealing with participants; spectators and others involved in the event). As an alternative, a separate poster could be produced that identifies the opportunities available to assist at an event.

Types of evidence: observation, witness testimony or discussion.

AC2.1 to 2.3, 3.1

Additional information: Learners must be given the opportunity to assist at an active leisure or sport event. This event must be in relation to their experience, competence and suitable training (if applicable). These events could be set up by assessors as part of the course or could be outside events arranged within the sector.

Evidence of the learner assisting at an event can be through assessor observation or a witness testimony from a suitable person.

Alternatively, the assessor could have a verbal discussion with the learner relating to AC2.2 and record this in audio or written content to capture the responses.

Type of evidence: report or discussion.

AC4.1 to 4.3

Additional information: following the learner assisting at an event, a report could be written to review their involvement in the event, stating what they did, what went well and how they could improve their contribution.

Alternatively, the assessor could have a verbal discussion with the learner relating to the AC and record this in audio or written content to capture the responses.

Types of evidence

Evidence could include:



Delivery and assessment guidance

- worksheets/workbooks
- poster
- observation
- witness testimony
- discussion
- report
- annotated photographs to support documentary evidence.



Unit 10 Understanding the sport and active leisure sector (M/505/9743)

Unit summary

In this unit, learners will learn about the sport and active leisure sector. They will identify job opportunities and the skills and qualifications needed to work in the sector. Learners will plan their own learning and development, identifying further learning required to enable them to progress into a career in the sport sector.

Assessment

This unit is internally assessed via a portfolio of evidence.

Optional	Graded P/M/D	Level 1	4 credits	30 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know about the sport and active leisure sector	1.1 Identify different types of organisations within the sport and active leisure sector	Learners will identify different types of organisations within the sport and active leisure sector	Learners will identify a range of organisations within sport and active leisure with differentiation between the sectors	Learners will identify a wide range of organisations within sport and active leisure with differentiation between the sectors
	1.2 Describe the core functions of the main types of organisations within the sector	Learners will describe the core functions of the main types of organisations within the sector	Learners will describe the core functions of the main types of organisations within the sector showing a clear understanding	Learners will provide a detailed description of the core functions of the main types of organisations within the sector showing a clear understanding
2. Know about job opportunities in sport and active leisure	2.1 Identify key job roles in the sport and active leisure sector, including opportunities for self-employed people	Learners will identify key job roles in the sport and active leisure sector, including opportunities for self-employed people	Learners will identify a range of key job roles in the sport and active leisure sector including opportunities for self-employed people	Learners will identify a wide range of key job roles in the sport and active leisure sector including opportunities for self-employed people
	2.2 Describe the nature of the work related to a chosen job role in	Learners will describe the nature of work related to a chosen job role in sport	Learners will provide a clear description of the nature of work related to a	Learners will provide a detailed description of the nature of work related to a chosen job role in sport



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	sport and active leisure, including: <ul style="list-style-type: none"> likely work patterns responsibilities activities undertaken. 	and active leisure and include work patterns, responsibilities and activities undertaken	chosen job role in sport and active leisure and include mostly detailed information about work patterns, responsibilities and activities undertaken	and active leisure and include detailed information about work patterns, responsibilities and activities undertaken
3. Know about the skills and qualifications needed to work in the sport and active leisure sector	3.1 Describe the skills needed to work effectively in the sport and active leisure sector	Learners will describe the skills needed to work effectively in the sport and active leisure sector	Learners will provide a clear description of the skills needed to work effectively in the sport and active leisure sector	Learners will provide a detailed description of the skills needed to work effectively in the sport and active leisure sector
	3.2 Identify the qualifications needed to work in the sport and active leisure sector	Learners will identify the qualifications needed to work in the sport and active leisure sector	No Merit for this AC	No Distinction for this AC
4. Be able to plan own learning and development in order to prepare for a career within sport and active leisure	4.1 Identify own existing relevant skills including areas for development	Learners will identify own existing relevant skills including areas for development	Learners will identify a range of their own existing relevant skills including areas for development	Learners will identify a wide range of their own existing relevant skills including areas for development
	4.2 Identify further learning needed to progress towards a career in the sport and active leisure sector	Learners will identify further learning including qualifications, where relevant needed to progress towards a career in the sport and active leisure sector	Learners will identify a range of further learning needed to progress towards a career in the sport and active leisure sector	Learners will identify a wide range of further learning needed to progress towards a career in the sport and active leisure sector



Delivery and assessment guidance

Type of evidence: worksheets/workbooks.

AC1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1 and 4.2

Additional information: a series of worksheets or a workbook could be developed for learners to work through and meet the AC 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 of knowledge.

Type of evidence: information leaflet/guide.

AC1.1, and 1.2

Additional information: Learners could produce an information leaflet/guide on the types of organisations in the sport and active leisure sector (public; private; voluntary; commercial enterprises).

The leaflet/guide must include a description of the main organisations in the sector and their functions.

Type of evidence: career advice guide or factsheet.

AC2.1 and 2.2

Additional information: a career advice guide could be devised by learners. The guide could give anyone intending to enter into the sport and active leisure sector all the relevant information on job opportunities available.

The guide must include employment opportunities – full-time, part-time and self-employed within sport and active leisure.

The information provided must highlight one particular job role and identify working patterns (early/late shifts, weekends and evenings), the responsibilities of the role and type of work undertaken whilst doing the job.

Type of evidence: report.



Delivery and assessment guidance

AC3.1 and 3.2

Additional information: The report must detail the skills individuals need to work in the sport and active leisure sector and identify a range of qualifications needed to work within the sector.

Learners could choose a job role within one of the sectors of sport and active leisure (for example, coach and lifeguard) to base their report on.

Type of evidence: personal development plan.

AC4.1 and 4.2

Additional information: A personal development plan could be used to meet the AC. This plan could contain a strengths, weaknesses, opportunities and threats (SWOT) analysis and a list of qualifications and training the learner would need to complete to reach their chosen job role within sport and active leisure. This could be further enhanced by including a career development plan that identifies how the learner can progress through job roles within the sector.

Types of evidence

Evidence could include:

- worksheets/workbooks
- information leaflet/guide
- career advice guide
- report
- personal development plan.



Unit 11 Exploring employment in the outdoor industry (K/505/9711)

Unit summary

In this unit, learners will study the structure and organisation of the UK outdoor industry. Learners will understand the roles and responsibilities of an outdoor industry role and identify the skills needed to work in the sector.

Assessment

This unit is internally assessed via a portfolio of evidence.

Optional	Graded P/M/D	Level 1	4 credits	35 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Know the structure and organisation of the UK outdoor industry	1.1 State how the UK outdoor industry is structured	Learners will state how the UK outdoor industry is structured	Learners will state how the UK outdoor industry is structured showing a clear understanding	Learners will state how the UK outdoor industry is structured by providing a detailed description
	1.2 Name the Sector Skills Council (SSC) responsible for the UK outdoor industry	Learners will name the SSC responsible for the UK outdoor industry	No Merit for this AC	No Distinction for this AC
	1.3 List the main governing bodies for the UK outdoor industry	Learners will list the main governing bodies for the UK outdoor industry	No Merit for this AC	No Distinction for this AC
	1.4 Identify the key UK locations where the following outdoor activities take place: <ul style="list-style-type: none"> • mountaineering • coastal water sports 	Learners will identify the key UK locations for each activity	Learners will provide a range of key locations for each activity.	Learners will provide a wide range of key locations for each activity



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
	<ul style="list-style-type: none"> • inland water sports • air/wind related sports (for example, paragliding) • mountain biking • skiing. 			
	1.5 Outline the role of SSCs and National Governing Bodies (NGBs) in the UK outdoor sector	Learners will outline the role of SSCs and National Governing Bodies (NGBs) in the UK outdoor sector	No Merit for this AC	No Distinction for this AC
2. Understand different job roles in the UK outdoor industry	2.1 Describe the different types of outdoor industry roles in the UK	Learners will describe the different types of outdoor industry roles in the UK	Learners will describe a range of different types of outdoor industry roles in the UK	Learners will describe a wide range of different types of outdoor industry roles in the UK
	2.2 State the skills needed to work in the outdoor industry	Learners will state the skills needed to work in the outdoor industry	Learners will state a range of skills needed to work in the outdoor industry. There will be some links to job roles	Learners will state a wide range of skills required to work in the outdoor industry. The skills will be linked to specific job roles
	2.3 Identify qualifications needed to work in the outdoor industry roles in the UK	Learners will identify qualifications needed to work in the outdoor industry roles in the UK	Learners will identify a range of qualifications needed to work in the outdoor industry roles in the UK	Learners will identify a wide range of qualifications needed to work in the outdoor industry roles in the UK



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
3. Know how to match own skills with advertised jobs	3.1 State where outdoor industry jobs can be advertised	Learners will state where outdoor industry jobs can be advertised	Learners will state where a range of different outdoor industry jobs can be advertised	Learners will state where a wide range of different outdoor industry jobs can be advertised
	3.2 Provide an example of a job opportunity that might be suitable, outlining reasons for choice	Learners will provide an example of a job opportunity that might be suitable, outlining reasons for choice	No Merit for this AC	No Distinction for this AC
	3.3 Identify own skills and personal attributes for chosen job vacancy	Learners will identify own skills and personal attributes for chosen job vacancy	No Merit for this AC	No Distinction for this AC
	3.4 Identify where current skills could be developed	Learners will identify where current skills could be developed	Learners will identify where current skills could be developed giving reasons for the choice	No Distinction for this AC
	3.5 Develop a personal action plan to develop identified skills	Learners will develop a personal action plan to develop identified skills	Learners will develop a suitable personal action plan to develop identified skills	Learners will develop a suitable and detailed personal action plan to develop identified skills

Delivery and assessment guidance

Type of evidence: worksheets/workbooks.

AC1.1 to 1.5, 2.1 to 2.3, 3.1 to 3.5



Delivery and assessment guidance

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

Type of evidence: information leaflet/guide.

AC1.1 to 1.5

Additional information: learners could produce an information leaflet/guide on the UK outdoor industry. Within the leaflet, key information about the sector must be included – the name of the SSC for the outdoors and the structure of the industry.

Also included must be a list of at least three NGBs, so the learners can identify a range of organisations within the outdoor industry.

A map could be included within the leaflet/guide that identifies the location of where the following activities can be undertaken within the UK:

- mountaineering
- coastal water sports (for example, sailing)
- inland water sports (for example, canoeing)
- air/wind related sports (for example, paragliding)
- mountain biking
- skiing.

Also included within the map or as a separate part of the leaflet/guide, the names of five major UK outdoor activity centres must be identified.

Type of evidence: career advice guide.

AC2.1 to 2.3

Additional information: a career advice guide could be devised by learners to achieve the AC. The guide could give anyone intending to enter into the industry all the relevant information on job opportunities, skills and qualifications required.



Delivery and assessment guidance

Type of evidence: skills scan, personal development plan.

AC3.1 to 3.5

Additional information: learners could research outdoor industry jobs and identify a role they would like to apply for, gathering all the appropriate information – advertisement, application form and job description.

To support an application, a skills scan could be completed that identifies the skills and attributes the learner currently has that suit the job role. This could be supported by a personal development plan with some short-, medium- and long-term goals to allow them to develop over a period of time.

Product evidence, such as the person specification and job description, could be included. The learner could complete a skills match against the information in these documents.

Types of evidence

Evidence could include:

- worksheets/workbooks
- information leaflet/guide
- career advice guide
- skills scan
- personal development plan.



NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.



Section 3: explanation of terms

This table explains how the terms used at level 1 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Set out the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.



Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Qualification Factsheet.

Other support materials

The resources and materials used in the delivery of this qualification 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.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***



Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Optional units



Unit number	Regulated unit number	Unit title	Level	Credit	GLH
Unit 01	M/505/8530	Taking part in sport	1	4	35
Unit 02	Y/505/8991	Sports coaching	1	4	35
Unit 03	T/505/9713	Leading others	1	4	34
Unit 04	H/505/9741	Personal exercise and fitness	1	4	37
Unit 05	H/505/9710	Effect of exercise on human body systems	1	4	34
Unit 06	K/505/9742	Strength and conditioning	1	4	35
Unit 07	M/505/9712	Health and nutrition	1	4	32
Unit 08	M/505/9709	Developing sports volunteering skills	1	4	32
Unit 09	K/505/9708	Assist in a sports event	1	4	30



Unit number	Regulated unit number	Unit title	Level	Credit	GLH
Unit 10	M/505/9743	Understanding the sport and active leisure sector	1	4	30
Unit 11	K/505/9711	Exploring employment in the outdoor industry	1	4	35

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.



Change history record

Version	Publication date	Description of change
v3	December 2017	<p>Amendment to Section 3 (Grading Information) to clarify the process for grading internally assessed units. The following paragraph has been added:</p> <p>If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall.</p>
v4	April 2018	<p>Additional guidance has been added to Section 3 regarding calculating the overall grade for a unit.</p> <p>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.</p>
v5.1	January 2019	<p>Overall qualification grading has been added to the things you need to know section.</p> <p>Progression opportunities have been updated.</p> <p>Units 1–4,6,8 & 9 - Additional assessment methods suggested.</p> <p>Unit 4 – Assessment criteria 4.2–4.4 ‘Learners are recommended to participate in a 6 week’s personal training programme’ added to.</p> <p>Unit 6 – Learning outcome 3.4 changed to ‘revise own personal fitness programme’.</p> <p>Unit 7 – Assessment criteria 2.3 - 2.4 ‘Learners could include examples from both sport (eg boxing, cricket, football) and exercise (eg spinning classes, body pump and weightlifting)’ added.</p> <p>Unit 7 – Terminology has been updated (eg Eat Well plate now replaced with Eat Well guide).</p>
v5.2	November 2019	<p>Information regarding the wellbeing and safeguarding of learners added to Section 1.</p> <p>Information regarding the aggregation methods and grade thresholds added to Section 4</p>
v5.3	March 2021	<p>NCFE contact information updated.</p>
v5.4	January 2022	<p>Amends made to the performance descriptions in Section 3.</p> <p>Paragraph added in regarding external quality assurance for graded qualifications.</p>



Version	Publication date	Description of change
v5.5	June 2022	<p>Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access support handbooks.</p>
v5.6	October 2024	Reference to Qualification Support Packs removed.
v5.7	April 2026	<p>The following amendments have been made to the grading tables for this qualification:</p> <p>Unit 5: the verb descriptor has been updated to 'describe' for AC3.2, 4.3 and 5.6.</p> <p>Unit 6: the verb descriptor has been updated to 'describe' for AC1.2.</p> <p>Unit 8: the verb descriptor has been updated to 'assist' for AC 3.3 and 4.2 has been updated to read as 'Work as part of a team as a sports volunteer'.</p> <p>Unit 11: LO2 has been reworded to 'Understand different job roles in the UK outdoor industry'.</p> <p>This qualification has been transferred into our most up-to-date qualification specification template.</p>