NCFE Active IQ Level 1/2 Technical Award in Sports Studies
QN: 603/7010/5



Qualification Specification

Qualification summary

Qualification title	NCFE Active IQ Level 1/2 Technical Award in Sports Studies		
Ofqual qualification number (QN)	603/7010/5	**Aim reference**	60370105
Guided learning hours (GLH)	144	**Total qualification time (TQT)**	158
Qualification purpose	This qualification is part of a suite of technical award qualifications that have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications that: • have appropriate content for the learner to acquire core knowledge and practical skills • allow the qualification to be graded • provide synoptic assessment • enable progression to a range of study and employment opportunities		
Grading	Level 1 pass/merit/distinction (L1P/L1M/L1D) Level 2 pass/merit/distinction/distinction* (L2P/L2M/L2D/L2D*)		
Assessment method	Externally-set: non-exam assessment (NEA) and an examined assessment (EA)		
Performance points	Please check with the DfE for the most up-to-date information, should there be any changes		

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Summary of changes

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

Version	Publication date	Summary of amendments
V1.1	December 2022	Information has been added in assessment guidance to clarify how the non-exam assessment (NEA) will be moderated by NCFE.
V1.2	June 2023	Two additional hours have been added to the NEA assessment time to allow learners 2 hours of open book preparation and research time before sitting their NEA. The GLH has been increased from 142 to 144 and the TQT has been increased from 156 to 158. The moderation section has been updated for clarification by removing the statement advising that moderators are not aware of the marks awarded by the centre's assessors while looking at samples of work. The 'How the qualification is assessed' section has been updated to clarify that there is only one attempt permitted for each assessment.
V1.3	December 2025	Minimum age removed from qualification summary and NEA brief release date updated.
V1.4	November 2026	Qualification title changed and template updated to new version.

Section 1: introduction

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification aims to:

- focus on the study of the sports 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 objectives of this qualification are to:

- understand participation in sport
- have an appreciation of ethics in sport
- understand sponsorship, media and marketing in sport
- understand the use of technology in sport
- plan, deliver and review a sports competition
- understand sports injuries
- understand psychology for sports performance
- develop sports leadership and sports coaching skills
- practise skills classification and performance analysis
- develop, deliver and review a sports coaching session

Support handbook

This qualification specification must be used alongside the support handbook where appropriate, 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, such as information regarding moderation.

Entry guidance

This qualification is designed for learners aged 14 to 16 in schools and colleges but is also accessible for post-16 learners.

It is a vocational qualification equivalent to GCSE grades 8.5 to 1.

There are no specific prior skills/knowledge a learner must have for this qualification.

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

Centres are responsible for ensuring that all learners are capable of achieving the aims and objectives of the qualification 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 this qualification, learners are required to successfully demonstrate the knowledge and skills to meet the requirements of all content areas of this qualification.

The awarding of this qualification is compensatory. Learners must obtain enough marks to achieve a minimum of a level 1 pass to achieve the overall qualification. Marks can be obtained from the non-exam assessment (NEA) and/or the externally-set examined assessment (EA).

Qualification title		NCFE Active IQ Level 1/2 Technical Award in Sports Studies
Qualification number (QN)		603/7010/5
Level		Combined level 1/2
Guided learning hours (GLH) (Total GLH has been rounded up to the nearest hour)		144
GLH breakdown		• 120 hours delivery • 1 hour 30 minutes EA • 20 hours NEA plus 2 hours preparation and research time
Non-exam assessment (NEA)	Weighting (60%)	Externally-set, internally marked and externally moderated: • synoptic project
Examined assessment (EA)	Weighting (40%)	Externally-set and externally marked: • written exam
Total	100%	Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D*

Please refer to the content area summaries in section 2 for further information.

Progression

Depending on the grade the learner achieves in this qualification, they could progress to level 2 and level 3 qualifications and/or GCSE/A Levels.

Learners who achieve at level 1 might consider progression to level 2 qualifications post-16, such as:

- GCSE Physical Education
- study at level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships and further study; examples might include level 2 technical certificates in:
  - sport and physical activity
  - sport and activities leaders
  - coaching sport and instructing physical activities

Technical certificate qualifications provide post-16 learners with the knowledge and skills they need for skilled employment or for further technical study.

Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

- level 3 applied generals in:
  - sport studies
  - sport and physical activity
  - sports performance and excellence
  - sport and exercise science
- level 3 qualifications in:
  - sport and physical activity
  - personal training
  - personal training and behaviour change
  - fitness services
  - exercise science and personal training
  - personal training for health, fitness and performance
  - physical activity and exercise science
- A level Physical Education (this will support progression to higher education)

Learners could also progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the sports sector through a variety of occupations that are available within the sector, such as sports development, activity leadership or coaching.

Staffing requirements

There are no additional staffing requirements for this qualification. Please see the staffing requirements section in the support handbook.

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 content areas.

Real work environment requirement/recommendation

This is a knowledge-only qualification. Experience in the real work environment is not required.

Work/industry placement experience

This is a knowledge-only qualification. Work/industry placement experience is not required.

Purpose statement

Who is this qualification for?

The Level 1/2 Technical Award in Sports Studies is designed for learners who want an introduction to sports studies that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the sports industry or progress onto further study.

The Level 1/2 Technical Award in Sports Studies complements GCSE qualifications. It is aimed at 14 to 16-year-olds studying key stage 4 (KS4) curriculum who are interested in the sport sector. This qualification is designed to match the rigour and challenge of GCSE study. The qualification is graded at level 1 pass, merit, distinction and level 2 pass, merit, distinction and distinction* (equivalent to GCSE grades 8.5 to 1). More information on grading can be found in section 2 of this qualification specification.

This qualification focuses on an applied study of sports and learners will gain a broad knowledge and understanding of working in the sector.

This qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content that is concrete and directly related to those experiences.

It is distinct from GCSE Physical Education, as it encourages the learner to use knowledge and practical tools to focus on organising sports competitions and apply leadership and coaching skills.

The study of sports studies involves understanding the contemporary issues in sport, the influence of sponsorship, media and technology in sport, sports competition planning, the roles of sports leaders and coaches, and developing sports skills through coaching.

This level 1/2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in sport studies and apply that knowledge through a project.

What will the learner study as part of this qualification?

This qualification will promote the learner's understanding of:

- participation in sport
- ethics in sport
- sponsorship, media and marketing in sport
- the use of technology in sport
- planning, delivering and reviewing a sports competition
- sports injuries
- psychology for sports performance
- developing sports leadership and sports coaching skills
- skills classification and performance analysis
- developing, delivering and reviewing a sports coaching session

What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies?

Learners will develop the following knowledge and skills:

- adapting their own ideas and responding to feedback
- evaluating their own work
- analysing data and making decisions
- skills that are essential for the sports sector, such as evaluation skills, responding to data, independent working, working to deadlines and efficient use of resources
- an ability to reflect upon their preferred learning style and identify relevant study skills

Learners will develop the following skills that will inform future training and work in the sports sector:

- decisionmaking
- observation
- resourcefulness
- problem solving
- planning
- evaluation
- reflection
- interpersonal skills
- professional behaviours
- respect and appreciation of others
- an ability to reflect upon their preferred learning style and identify relevant study skills

Successful completion of this qualification will enable learners to progress to level 2 or 3 qualifications in related subjects.

The knowledge and skills gained will provide a secure foundation for learners to progress into career opportunities in the sports sector and provide a valuable platform for further study.

Which subjects will complement this qualification?

The following subject areas will complement this qualification:

- mathematics
- English
- science
- business

This list is not exhaustive, and a range of other subject areas may also be appropriate.

How the qualification is assessed

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

The qualification has **2** assessments externally set by NCFE: **one** NEA and **one** written EA. Only one attempt at each assessment is permitted.

Unless stated otherwise 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.

Non-exam assessment (NEA)	
Assessment method	**Description**
NEA Externally set Internally marked and externally moderated	60% of the technical award 84 marks The completion time for the NEA is 20 hours plus 2 hours preparation and research time. The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The NEA will target the following assessment objectives (AOs): AO1, AO2, AO3, AO4 and AO5.
NEA availability	The learner should not undertake the NEA until all content areas have been delivered. This is to ensure learners are in a position to complete the non-exam assessment successfully. A different NEA brief will be released during the first term of each academic year.

Non-exam assessment (NEA)

NEA encourages the learner to combine elements of their learning and to show accumulated knowledge and understanding across the content areas.

NEA enables the learner to show their ability to integrate and apply knowledge, understanding and skills with breadth and depth. It also requires them to demonstrate their capability to apply knowledge, understanding and skills across all content areas that are being assessed.

The NEA is internally assessed work and should be completed by the learner in accordance with the qualification specification. Information on delivery guidance and assessment hours for the internal assessment will be available in the NEA brief. To support with this, we have also created a sample NEA brief, which is available on the qualification page under support materials. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the teacher.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work and must be authenticated and attributable to the learner. The teacher must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the NEA will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

Prior to commencing the formal NEA time learners should be allocated 2 hours of preparation and research time. This 2-hour time period is entirely open book where learners can access their teaching and learning materials, text books, internet and other published materials. From this they should develop a research support pack which can be used as their source of information when completing the NEA. For more information on the 2 hours of preparation and research time please see the tutor guidance.

The internally assessed NEA component is based on coverage of the qualification content areas, which are assessed holistically against descriptors to achieve a grade.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, that demonstrates achievement of all content areas. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio are provided in section 2.

Examined assessment (EA)	
Assessment method	**Description**
EA Externally set Written examination Externally marked	40% of technical award Written examination: • 80 marks • 1 hour 30 minutes • a mixture of multiple-choice, short-answer and extended-response questions The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3.
EA availability	The examination date is expected to take place in May/June every year. Please refer to the external assessment timetable available on the NCFE website.

Examined assessment (EA)

EAs are set and marked by NCFE. The assessment assesses learners' knowledge and understanding of the content areas of this qualification. Centres must not assess, internally quality assure or otherwise access or review any examined assessment materials or learner responses at any time and must adhere to the required exam regulations at all times.

The EA is on a set date and time (invigilated). NCFE specifies the date and time that the EA must be administered at the centre and also publishes in advance the dates on which EA results will be released.

A variety of assessment questions will be used, including multiple-choice, short-answer and extended-response questions. This will enable learners to demonstrate their breadth of knowledge and understanding of the subject and ensure achievement at the appropriate level, including stretch and challenge. Questions will be written in plain English and in a way that is supportive and accessible to learners of all abilities.

As far as possible, real-world case studies and contexts that are relevant to the sector will be used. This is to engage and stimulate learners under examination conditions and to facilitate the drawing out of a wide range of knowledge and skills developed throughout their learning.

All questions will have available marks clearly identified. The EA will be carefully constructed following a rigorous quality control process to ensure that the assessment is valid.

The EA material will be sent out in time for the start of the assessment. Assessment materials must be kept secure at all times in line with the requirement of the regulations for the conduct of external assessment.

You must return all EA materials and partially or fully completed learner work to NCFE within one working day of the EA taking place or the final timetabled supervised/invigilated session.

Rationale for synoptic assessment

Synoptic assessment encourages the learner to combine elements of their learning and to show accumulated knowledge and understanding across content areas.

Synoptic assessment enables the learner to show their ability to integrate and apply knowledge, understanding and skills with breadth and depth. It also requires them to demonstrate their capability to apply knowledge, understanding and skills across a range of content areas that are being assessed.

Enquiries about results

All enquiries relating to learners' results must be submitted in line with our enquiries and appeals about results and assessment decisions policy, which is available on the policies & documents page on the NCFE website.

External assessment conditions

For more information on external assessment conditions and conducting external assessments, please see the regulations for the conduct of external assessments and qualification-specific instructions for delivery on the policies & documents page on the NCFE website.

There is one assessment window during the year. Please refer to the external assessment timetable on the NCFE website for the specific date.

Assessment windows

For assessments sat in windows, the centre must enter learners to the specified window. This will be either a set date and time assessment or a window in which the assessment will be completed.

For qualifications with 'entry on registration', the centre will choose the assessment window at the point of registering the learner. The last date that we will accept learner work for a specified assessment window is by that assessment window's cut-off date.

Please note: the 'cut-off date' is the last day that returned scripts will be accepted for the specified assessment window.

On completing their work at the end of the assessment window, learners must sign the assessment declaration to authenticate the work produced as their own. Centres must ensure that all assessments are submitted for marking in accordance with the assessment windows.

Scheme of assessment

The following table summarises the qualification's scheme of assessment.

Assessments	Assessment time	% weighting	Raw marks	Scaling factor	Scaled marks	Assessment conditions	Marking
NEA	20 hours (plus 2 hours preparation and research time)	60%	84	1.429	120	Supervised	Internal, with external moderation
EA	1 hour 30 minutes	40%	80	1.000	80	Invigilated	External
Assessment total	**21 hours 30 minutes** (plus 2 hours preparation and research time)	**100%**			200		

Assessment objectives (AOs)

The assessment of our technical awards is mapped against assessment objectives (AOs). These AOs provide a consistent framework for learners and are applied synoptically, allowing learners to show their knowledge, understanding and skills from across the full breadth and depth of the qualification.

The AOs that will be assessed against the content in our technical awards are:

AO1	**Recall knowledge and show understanding** The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	**Apply knowledge and understanding** The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.
AO3	**Analyse and evaluate knowledge and understanding** The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.
AO4	**Demonstrate and apply relevant technical skills, techniques and processes** The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector by applying the appropriate processes and techniques.
AO5	**Analyse and evaluate the demonstration of relevant technical skills, techniques and processes** The emphasis here is for learners to analyse and evaluate the essential technical skills, processes and techniques relevant to the vocational sector.

Assessment objective (AO) weightings

The table below shows the approximate weightings for each of the AOs in the technical award assessments.

AOs	Non-exam assessment (NEA) (%)	Examined assessment (EA) (%)	Overall weighting (%)
AO1	14%	40–45%	24.4–26.4%
AO2	19%	35–40%	25.4–27.4%
AO3	14%	20–25%	16.4–18.4%
AO4	24%	N/A	14.4%
AO5	29%	N/A	17.4%
Overall weighting of assessments	**60%**	**40%**	**100%**

The purpose of the qualification means that it is necessary to assess understanding through 2 means of assessment, an internal NEA and an external EA. The variance in assessment methods used allows for a range of knowledge, understanding and skills to be assessed using the most fit-for-purpose method.

Non-exam assessment (NEA)

Refer to the mark scheme for the current NEA where you will find information required to mark the NEA tasks and their descriptors.

Centres will mark the NEA, and this will then be submitted to NCFE for moderation.

Examined assessment (EA)

The EA will be submitted to NCFE for marking to calculate the overall grades for learners.

Moderation

Moderation occurs before results are issued and helps us to ensure assessment judgements made by centres are in line with NCFE's guidelines and are reliable across centres. During moderation the moderator will re-assess a sample of learners' non-exam assessments (NEA) marked by assessors within the centre.

Moderators will look at a subsample of learner work (either remotely or through a visit). The sample size will be selected using JCQ sampling guidelines and include assessments from across a range of centre marks, which include a learner with the highest centre mark and a learner with the lowest non-zero centre mark. Where an assessment has been carried out by more than one assessor, all assessors will be included in the sample, where possible.

Overall grading descriptors

To achieve a level 2 distinction learners will be able to:

- recall and apply highly relevant knowledge and understanding in a highly comprehensive manner regarding the contemporary issues in sport, the influence of sponsorship, media and technology in sport, sports competition planning, the roles of sports leaders and coaches, and developing sports skills through coaching
- analyse and evaluate to make reasoned judgements and reach well-supported conclusions on the contemporary issues in sport, the influence of sponsorship, media and technology in sport, sports competition planning, the roles of sports leaders and coaches, and developing sports skills through coaching
- safely and effectively demonstrate highly relevant skills, techniques and processes, relevant to the sector, when using a wide range of equipment during planning, delivering and reviewing sports competitions and coaching sessions
- analyse and evaluate their own demonstration of relevant skills, techniques and processes applicable to the sector when planning, delivering and reviewing sports competitions and coaching sessions in a highly comprehensive manner

To achieve a level 2 pass learners will be able to:

- recall and apply mostly relevant knowledge and understanding in a mostly detailed manner regarding contemporary issues in sport, the influence of sponsorship, media and technology in sport, sports competition planning, the roles of sports leaders and coaches, and developing sports skills through coaching
- analyse and evaluate to make mostly reasoned judgements and reach coherent conclusions regarding contemporary issues in sport, the influence of sponsorship, media and technology in sport, sports competition planning, the roles of sports leaders and coaches, and developing sports skills through coaching
- safely and effectively demonstrate mostly relevant skills, techniques and processes, applicable to the sector, when using a wide range of equipment when planning, delivering and reviewing sports competitions and coaching sessions

- analyse and evaluate their own demonstration of relevant skills, techniques and processes, applicable to the sector, when planning, delivering and reviewing sports competitions and coaching sessions in a mostly detailed manner

To achieve a level 1 pass learners will be able to:

- recall and apply limited knowledge and understanding, in a limited manner that has some relevance but limited detail of the contemporary issues in sport, the influence of sponsorship, media and technology in sport, sports competition planning, the roles of sports leaders and coaches, and developing sports skills through coaching
- analyse and evaluate to make adequate judgements, with limited reasoning and reach straightforward conclusions on the contemporary issues in sport, the influence of sponsorship, media and technology in sport, sports competition planning, the roles of sports leaders and coaches, and developing sports skills through coaching
- safely and effectively demonstrate a limited level of skills, techniques and processes, relevant to the sector, when using a range of equipment when planning, delivering and reviewing sports competitions and coaching sessions
- analyse and evaluate their own demonstration of relevant skills, techniques and processes, applicable to the sector, when planning, delivering and reviewing sports competitions and coaching sessions in a limited manner, with limited detail

Grading information

The following grades are available for the qualification; level 1 pass, level 1 merit, level 1 distinction, level 2 pass, level 2 merit, level 2 distinction, level 2 distinction*.

The qualification is linear, meaning both assessments must be taken in the same assessment series and cannot be combined across different assessment series. After both assessments are complete, the marks for each assessment are combined to give a final mark for each learner. Where raw marks do not reflect the required weighting of the assessment, a scaling factor is applied to the raw mark prior to aggregation.

Scaling factors can be found in the table below.

Assessment	Maximum raw mark	Weighting	Scaling factor	Maximum scaled mark
NEA	84 marks	60%	1.429	120
EA	80 marks	40%	1.000	80
			Total	200

For each series, grade boundaries are set by NCFE using a variety of statistical and judgemental evidence. Each learner's overall grade is determined by comparing their combined final mark with the grade boundaries for that series.

Where a learner achieves insufficient marks across the 2 assessments in the series to achieve a level 1 pass, they will be awarded an unclassified (U) result.

Section 2: teaching content and assessment guidance

This section provides details of the structure and content of this qualification.

Information in the teaching content section must be covered by the teacher during the delivery of the content areas and should be considered as mandatory teaching content.

The verb 'understand' encompasses both 'knowledge' and 'understanding' within the content areas of this qualification. Each content area will read 'the learner will understand'.

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each content area. The numbering system used refers to a content area, subject topic, and teaching content (for example, 1.1.1 refers to the content area (first number 1), the subject topic within that learning content (second number 1.1) and the teaching content within the subject topic (third number 1.1.1)). This will support signposting feedback and tracking.

Anything within the teaching guidance is advisory and optional and is intended to provide useful advice and guidance to support delivery of the teaching content.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all content areas are covered.

Whilst studying the qualification, learners should reflect on the importance of knowing and developing their preferred learning style. They should also be able to identify a range of individual study skills they can use in order to study effectively.

For further information or guidance about this qualification, please contact our customer support team.

Content areas

This qualification consists of 10 content areas.

Content area number	Content area title	Suggested GLH
Content area 1	Participation in sport	10
Content area 2	Ethics in sport	10
Content area 3	Sponsorship, media and marketing in sport	10
Content area 4	The use of technology in sport	15
Content area 5	Planning, delivering and reviewing a sports competition	15
Content area 6	Sports injuries	10
Content area 7	Psychology for sports performance	10
Content area 8	Sports leadership and sports coaching	15
Content area 9	Skills classification and performance analysis	10
Content area 10	Development and delivery of a sports coaching session	15

Content areas

Content areas
1. Participation in sport 1.1 Understanding participation in sport 1.1.1 Factors affecting participation in sport 1.1.2 Solutions to barriers that affect participation in sport 1.1.3 Benefits of participating in sport 1.2 Performance status
2. Ethics in sport 2.1 Gamesmanship and sportsmanship 2.2 Performance-enhancing drugs (PEDs) 2.2.1 Reasons for taking PEDs and using illegal techniques 2.2.2 Beta blockers 2.2.3 Stimulants 2.2.4 Anabolic agents 2.2.5 Growth hormones 2.3 Illegal performance-enhancing techniques 2.3.1 Blood doping 2.3.2 World Anti-Doping Agency (WADA) 2.4 Corruption in sport 2.4.1 Forms of corruption in sport 2.4.2 Consequences of corruption in sport
3. Sponsorship, media and marketing in sport 3.1 Sponsorship 3.1.1 Types of sponsorship in sport 3.1.2 Sponsorship and the sport, performer, sponsor and spectator 3.1.3 Sponsorship regulations 3.2 Sports media 3.2.1 Types of media 3.2.2 Sports media and the sport, performer, sponsor and spectator 3.3 Sports marketing 3.3.1 Sectors of sports marketing 3.3.2 Roles in sports marketing
4. The use of technology in sport 4.1 Technology in sport 4.1.1 Uses of technology in sport 4.1.2 Effects of technology on the performer 4.1.3 Effects of technology on officials 4.1.4 Effects of technology on spectators
5. Planning, delivering and reviewing a sports competition 5.1 Planning sports competitions 5.1.1 Roles and responsibilities 5.1.2 Types of competition formats 5.1.3 Main aspects of a sports competition plan 5.2 Delivering a sports competition 5.3 Reviewing a sports competition

Content areas
6. Sports injuries 6.1 Understanding sports injuries 6.1.1 Common causes of sports injuries 6.1.2 Types of sports injuries 6.2 Treatment of sports injuries 6.2.1 Injury classifications and referrals 6.2.2 Responses to injuries 6.3 Prevention of sports injuries 6.3.1 Prevention methods 6.3.2 Sports health and safety risk assessment
7. Psychology for sports performance 7.1 Psychology in sport 7.1.1 Personality and sports performance 7.1.2 Impact of motivation on sports performance 7.2 Self confidence in sports performance 7.3 Anxiety in sports performance 7.3.1 Stress, anxiety and arousal in sports performance 7.3.2 Managing anxiety for sports performance
8. Sports leadership and sports coaching 8.1 Sports leadership 8.1.1 Types and styles of leaders 8.1.2 Skills and qualities of a leader and coach 8.1.3 Responsibilities of a sports leader 8.2 Sports coaching 8.2.1 Roles and responsibilities of a coach 8.2.2 Skills assessment 8.2.3 Coaching techniques to develop sports skills performance 8.2.4 Methods of measuring skill development
9. Skills classification and performance analysis 9.1 Skills classification 9.1.1 Environmental stimuli 9.1.2 Types of skills classification 9.1.3 Types of practice 9.2 Sports performance analysis 9.2.1 Benefits of technical and tactical sports performance analysis 9.2.2 Methods of technical sports performance analysis 9.2.3 Methods of tactical sports performance analysis 9.3 Physical factors of sports performance 9.3.1 Physical factors affecting sports performance 9.3.2 Physical methods for improving sports performance
10. Development and delivery of a sports coaching session 10.1 Planning a sports coaching session 10.2 Delivering a sports coaching session 10.3 Reviewing a sports coaching session

Teaching content

Information in this section must be covered by the teacher during the delivery of this qualification.

1. Participation in sport

1.1	Understanding participation in sport
1.1.1	Factors affecting participation in sport

	The learner will understand the factors affecting participation in sport and the associated barriers that may affect participation in sport:
	
	• age:
	  ○ children:
	  ▪ still in the development stages of motor skills
	  ▪ still developing general co-ordination
	  ○ teenagers/young adults:
	  ▪ growth spurts affecting physical dexterity
	  ▪ lack of confidence
	  ▪ self esteem
	  ▪ body image
	  ▪ peer pressure
	  ○ working adults/families:
	  ▪ work/life balance
	  ▪ cost of participation for whole family
	  ▪ family group participation
	  ○ senior citizens:
	  ▪ health issues
	  ▪ mobility
	  ▪ disability
	  ▪ cost of participation
	• gender inequalities:
	  ○ lack of opportunities
	  ○ stereotyping
	  ○ funding
	  ○ status
	  ○ under-representation of female role models
	• disability:
	  ○ access
	  ○ lack of suitable equipment
	  ○ cost of specialist equipment
	  ○ lack of opportunities
	  ○ lack of confidence or self esteem
	  ○ lack of adaptive sports and activities
	• culture:
	  ○ religion:
	  ▪ religious laws preventing participation
	  ▪ time of day for rituals and worship
	  ▪ clothing

	○ race: ▪ under-representation of role models/coaches from ethnic minority backgrounds ▪ racism ▪ discrimination • socio-economic status: ○ employed: ▪ work/life balance ▪ family group participation ○ unemployed: ▪ cost ▪ lack of self esteem • role models: ○ lack of role models may affect interest in sport • education and school sports: ○ schools may favour teaching some sports over others ○ lack of equipment or outdated equipment • environment: ○ urban/rural: ▪ facilities can be more accessible in urban areas ○ climate ○ natural resources • trends: ○ effects of major sporting events may take focus away from other sport participation ○ lack of interest in less popular sports may lead to lack of provision
1.1.2	**Solutions to barriers that affect participation in sport**
	The learner will understand solutions to barriers that affect participation in sport and how to link them to the factors affecting participation: • provision: ○ sessions for different age groups ○ sessions for people with disabilities ○ peak/off-peak memberships ○ timing: ▪ before and after school/work ▪ lunch break sessions for workers ▪ quieter sessions for seniors • awareness: ○ targeted advertising for under-represented groups or individuals ○ initiatives: ▪ trial sessions ▪ reduced membership prices ○ use of sporting role models to raise a sport's profile • access: ○ cost effective sporting activities: ▪ running ▪ cycling ▪ swimming ○ reduced prices: ▪ seniors

	▪ students ▪ unemployed ▪ low earners ○ family membership packages ○ local authority facilities instead of private gyms ○ hired/shared equipment ○ transport to venues/facilities ○ remote sports sessions: ▪ indoor cycling ▪ yoga ▪ fitness training videos ▪ online classes/personal training classes
1.1.3	**Benefits of participating in sport**
	The learner will understand the benefits of participating in sport: • physical wellbeing: ○ improves cardiovascular health ○ reduces blood pressure ○ improves muscular strength and endurance ○ reduces the risk of health conditions such as heart disease, stroke, diabetes ○ improves flexibility and range of motion • mental wellbeing: ○ reduces stress and depression ○ boosts self-confidence and self-image ○ releases brain chemicals: ▪ endorphins ▪ serotonin • social: ○ increases social interaction with people outside of normal circles ○ improves interpersonal skills: ▪ communication ▪ empathy ○ improves time management
1.2	**Performance status**
	The learner will understand performance status terms and the differences between them: • amateur: ○ engaging in sport on an unpaid basis ○ playing for fun ○ can be competitive or non-competitive • semi-professional: ○ part-time employed with a sport ○ lower-rate payment than professional • professional: ○ full-time employed with a sport ○ earning a living from a chosen sport ○ considered to be elite

	○ competitive

2. Ethics in sports

2.1	Gamesmanship and sportsmanship

	The learner will understand the difference between gamesmanship and sportsmanship and how to apply their knowledge to give sporting examples:
	
	• gamesmanship:
	  ○ use of various ploys and tactics to gain an unfair advantage over an opponent
	• sportsmanship:
	  ○ displaying fair and generous behaviour in a sporting contest

2.2	**Performance-enhancing drugs (PEDs)**
2.2.1	**Reasons for taking PEDs and using illegal techniques**

	The learner will understand the reasons why performers may take PEDs and be aware of the consequences:
	
	• increases chances of success, which can lead to:
	  ○ money:
	  ▪ prize money
	  ▪ continued employment
	  ○ fame:
	  ▪ increasing a performer's/team's image
	  ▪ global recognition
	  ○ sponsorship:
	  ▪ increase in sponsorship associated with fame
	• inadequate screening and detection processes
	• consequences:
	  ○ immoral:
	  ▪ not conforming to accepted standards
	  ○ cheating:
	  ▪ unfair advantage over components
	  ○ risks to health:
	  ▪ heart problems
	  ▪ high blood pressure
	  ▪ stroke
	  ○ length of ban depends on circumstances and previous history
	  ○ damage to a sport's reputation:
	  ▪ can affect participation at local levels
	  ○ damage to a sport's credibility:
	  ▪ devalue the sport
	  ○ loss of contracts with sponsors
	  ○ loss of contracts with clubs

2.2.2	**Beta blockers**

	The learner will understand the purpose of beta blockers, their effects and negative side effects and the performers who may use them:
	
	• beta blockers:
	  ○ purpose: to refine motor control and precision
	  ○ effects:
	  ▪ reduces heart rate
	  ▪ reduces blood pressure
	  ▪ reduces the effect of adrenaline
	  ▪ reduces muscle tension
	  ○ negative side effects:
	  ▪ nausea
	  ▪ inability to perform strenuous physical activities
	  ▪ heart failure
	  ▪ tiredness and weakness
	  ▪ difficulty sleeping or nightmares

2.2.3	**Stimulants**

	The learner will understand the purpose of stimulants, their effects and negative side effects and the performers who may use them:
	
	• stimulants:
	  ○ purpose: to increase alertness and aggressiveness
	  ○ effects:
	  ▪ increases alertness, by speeding up parts of the brain and body
	  ▪ reduces reaction time
	  ▪ reduces tiredness
	  ○ negative side effects:
	  ▪ increases blood pressure
	  ▪ strokes
	  ▪ heart problems
	  ▪ liver problems
	  ▪ increases aggressiveness
	  ▪ more tolerance to pain and therefore may increase the risk of injury

2.2.4	**Anabolic agents**

	The learner will understand the purpose of anabolic agents, their effects and negative side effects and the performers who may use them:
	
	• anabolic agents – steroids:
	  ○ purpose: to increase power and strength
	  ○ effects:
	  ▪ increases rate and amount of muscle growth
	  ▪ builds the size and strength of muscle
	  ▪ speeds up recovery so that the performer can train harder for longer
	  ○ negative side effects:
	  ▪ increased aggression
	  ▪ kidney damage

	▪ hormonal changes to the body in men ▪ hormonal changes to the body in women
2.2.5	**Growth hormones**
	The learner will understand the purpose of growth hormones, their effects and negative side effects and the performers who may use them: • growth hormones: ○ purpose: to increase muscle mass ○ effects: ▪ increase in exercise capacity and reduces recovery time ▪ improve bone density ▪ build muscle mass ▪ reduce body fat ○ negative side effects: ▪ nerve, muscle, or joint pain ▪ high cholesterol levels ▪ increased risk of heart disease and diabetes ▪ changes in facial features, hands, and feet
2.3	**Illegal performance-enhancing techniques**
2.3.1	**Blood doping**
	The learner will understand the purpose of blood doping, their effects and negative side effects and which performers may use blood doping: • purpose: ○ increases an individual's red blood cells to provide extra oxygen to their muscles for improved performance • effects: ○ increases the number of red blood cells ○ increase in capacity to carry oxygen to the muscles • negative side effects: ○ blood clotting ○ increased risk of a heart attack ○ increased risk of a stroke ○ increased risk of infection/contamination: ▪ HIV ▪ Hepatitis A ▪ Hepatitis B
2.3.2	**World Anti-Doping Agency (WADA)**
	The learner will understand the WADA and its role in tackling doping in sport: • WADA: ○ vision: 'a world where athletes can compete in a doping-free sporting environment' ○ core values: ▪ integrity ▪ openness

	▪ excellence ○ responsible for: ▪ collation and dissemination of reliable doping research ▪ sharing best practice and guidance to those implementing anti-doping activities • role in tackling doping in sport: ○ monitoring anti-doping activities worldwide ○ ensuring proper implementation of the anti-doping code ○ ensuring compliance to the anti-doping code
2.4	**Corruption in sport**
2.4.1	**Forms of corruption in sport**
	The learner will understand the different forms that corruption in sport can take and how to link these to specific examples from sport: • state-sponsored doping • selection of major sporting events • match-fixing • bribery • illegal betting
2.4.2	**Consequences of corruption in sport**
	The learner will understand the potential consequences resulting from suspicion, detection, or conviction of corruption within sport: • exclusion from sport/team • ban • fines • prosecution • imprisonment • sanctions/embargos • impact of reputation on: ○ the sport ○ organisation ○ individual ○ team • financial impact • impact on society • loss of sponsorship • boycotting • stripped of: ○ titles ○ medals ○ records ○ license • points deductions • relegation • changes to rules and regulations

3. Sponsorship, media and marketing in sport

3.1	**Sponsorship**
3.1.1	**Types of sponsorship in sport**

	The learner will understand the different types of sponsorship that exist in sport and how to link these to sporting examples:
	
	• financial:
	  ○ advertising rights
	  ○ shirt sponsors
	  ○ shorts sponsors
	  ○ websites
	  ○ individual players
	  ○ stadium naming
	  ○ travel costs
	  ○ competition fees
	  ○ incidental expenses
	  ○ purchasing a share in an aspiring performer
	• amenities:
	  ○ provision of necessary equipment
	  ○ covering the cost of using facilities
	  ○ covering the cost of hiring a venue
	  ○ clothing/footwear
	• events:
	  ○ competitions/leagues

3.1.2	**Sponsorship and the sport, performer, sponsor and spectator**

	The learner will understand the advantages and disadvantages of sponsorship to the sport, the performer, the sponsor and the spectator:
	
	• the sport:
	  ○ advantages:
	  ▪ increased revenue
	  ▪ increase in sports profile
	  ▪ sponsorship of grassroots development
	  ○ disadvantages:
	  ▪ sponsors controlling media, making exposure of brand image more important than the sport and distracting from the action
	  ▪ changes in merchandise
	  ▪ loss of historical identity
	• the performer:
	  ○ advantages:
	  ▪ allows focus on sport (full-time and part-time)
	  ▪ reduced financial stress
	  ▪ top of the range equipment
	  ▪ rise in personal profile
	  ○ disadvantages:
	  ▪ media focus on individual personalities
	  ▪ performers under pressure to perform to retain sponsorship

	▪ contract commitments • the sponsor: ○ advantages: ▪ publicity for product/service ▪ advertising to large audiences ▪ increased brand image by association ▪ increased sales and revenue ○ disadvantages: ▪ negative exposure by association which can damage sales and image • the spectator: ○ advantages: ▪ increased match day experience ▪ extra revenue attracts better players ▪ charity affiliations ○ disadvantages: ▪ loss of club identity ▪ ethical conflicts with sponsor ▪ aesthetics of sponsor
3.1.3	**Sponsorship regulations**
	The learner will understand regulations that affect sponsorship in sport and ethical issues that surround sports sponsorship: • The Tobacco Advertising and Promotion Act 2002: ○ banned tobacco advertising in the UK ○ tobacco companies unable to sponsor sports as this promotes smoking which may lead to addiction and health problems in spectators • The Advertising Standards Authority (ASA) controls: ○ alcohol advertising: ▪ self-regulated within sport ▪ alcohol sponsorship of sports in the UK ended in 2017 ▪ advertisement of alcohol is not allowed in a sports ground if it can be seen by someone under the age of 18 ○ gambling advertising: ▪ self-regulated within sport ▪ promotes gambling which may lead to addiction, financial loss and poor mental health
3.2	**Sports media**
3.2.1	**Types of media**
	The learner will understand the different types of media and the advantages and disadvantage of each in relation to sports: • television: ○ advantages: ▪ exposes sport to a wider audience ▪ viewing from home ▪ social aspect: • family viewing

	• peer group viewing • pubs/clubs ▪ can help with gender inequality: • increases female participation ▪ has promoted disabled sports ○ disadvantages: ▪ can display poor behaviour by role models ▪ has contributed to a change in rules of some sports ▪ replays of incidents can undermine officials ▪ smaller clubs suffer due to excessive coverage taking fans away • radio: ○ advantages: ▪ instant coverage ▪ free of subscription costs ▪ easily portable: • car • phone ▪ non-visual: able to listen whilst doing other things ○ disadvantages: ▪ reliant on radio reception ▪ non-visual: reliant upon the commentator to paint the picture • print media: ○ advantages: ▪ able to re-read/keep information ▪ beneficial to collectors ▪ locally or nationally focussed coverage ○ disadvantages: ▪ potential for bias • internet: ○ advantages: ▪ immediacy of information ▪ volume of sources ▪ chat rooms ▪ team websites ○ disadvantages: ▪ reliant on internet access ▪ too much choice ▪ online abuse • social media: ○ advantages: ▪ easily accessible ○ disadvantages: ▪ potentially unreliable information
3.2.2	**Sports media and the sport, performer, sponsor and spectator**
	The learner will understand the advantages and disadvantages of sports media to the sport, the performer, the sponsor and the spectator: • the sport: ○ advantages:

	▪ increased sports profile ▪ additional revenue stream ▪ encourages participation due to exposure ▪ new technologies add to audience experience ○ disadvantages: ▪ sports rules and timings changed to meet the needs of media audience ▪ live attendance decreases at events ▪ images shown at the discretion of the operators ▪ non-mainstream sports get less coverage • the performer: ○ advantages: ▪ revenue from TV coverage ▪ increased player profile ▪ direct communication to fans ▪ shop window effect ○ disadvantages: ▪ loss of income from event ticket sales due to TV coverage and internet streaming ▪ loss of privacy in personal life ▪ bad press can have a negative effect on performance ▪ increased pressure to perform due to spotlight • the sponsor: ○ advantages: ▪ large audiences ▪ global exposure ▪ brand recognition ○ disadvantages: ▪ negative association when issues arise ▪ no control of targeted audience ▪ some sponsors not allowed in certain sports • the spectator: ○ advantages: ▪ availability of information ▪ analysis enhancements ▪ platforms for fan communities ○ disadvantages: ▪ media hype ▪ saturation of content ▪ subject to coverage decisions/bias ▪ equality issues in sports coverage

3.3	**Sports marketing**
3.3.1	**Sectors of sports marketing**

	The learner will understand the 3 sectors of sports marketing and how to link examples of sports marketing from each sector:
	
	• sports marketing sectors:
	  ○ advertising of sport and sport associations
	  ○ use of sport to promote products
	  ○ promotion of sport to increase participation

3.3.2	**Roles in sports marketing**

	The learner will understand the main roles in sports marketing and the responsibilities of each role:
	
	• sports brand manager:
	  ○ developing sports brand marketing
	  ○ looking for new markets for the sports brand
	  ○ dealing with press and media concerning the sports brand
	• sports agent:
	  ○ contract negotiations
	  ○ manage press and public relations (PR) of the performer
	  ○ manage transfers and business dealings
	• sports promoter:
	  ○ marketing of events or performer
	  ○ PR of the event or performer
	  ○ manage media outputs for the event or performer

4. The use of technology in sport

4.1	Technology in sport
4.1.1	Uses of technology in sport

	The learner will understand how technology is used in sport and how to link these with sporting examples:
	
	• performance enhancement:
	  ○ fitness monitoring:
	  ▪ heart rate monitors
	  ▪ breathing rate monitoring
	  ▪ fitness trackers:
	  • smart fitness watch
	  • fitness apps
	  ○ equipment:
	  ▪ aerodynamics:
	  • body suits
	  • shoes/boots
	  • bikes
	  • wheelchairs
	  • helmets
	  ○ facilities:
	  ▪ air conditioning
	  ▪ anti-friction surfaces
	  ▪ quality of playing surfaces
	  ○ clothing and footwear:
	  ▪ breathable technology
	  ▪ waterproof material
	  ▪ moisture-control material
	• game play enhancement:
	  ○ assistant refereeing:
	  ▪ third umpire
	  ▪ television match official (TMO)
	  ▪ video assistant referee (VAR)
	  ○ goal line technology:
	  ▪ Hawk-Eye
	  ▪ closed-circuit radio transmission
	• performance analysis (team and individual):
	  ○ pro suite – video analysis and player development tool
	  ○ player tracker/global positioning system (GPS): tracks and records performance data
	  ○ heart monitor vests
	• health screening:
	  ○ cardiovascular health
	  ○ blood pressure
	  ○ cholesterol
	  ○ drugs testing
	• injury:
	  ○ diagnosis

	○ treatment ○ rehabilitation
4.1.2	**Effects of technology on the performer**
	The learner will understand the positive and negative effects that technology in sport has on the performer and how to link these to specific sporting examples: • positive: ○ increased health screening, monitoring and rehabilitation ○ increased fitness testing functionality ○ improved training techniques ○ improved functionality of equipment ○ improved benefits of clothing and footwear ○ improved movement and match analysis ○ marginal gains over opponents • negative: ○ can invade privacy ○ increased cost ○ can make sport and success exclusive to the more wealthy ○ performer can get left behind if they do not use new technology ○ the best technology, not the best performer, may get the best result ○ puts the sole focus on winning and not athletic endeavour
4.1.3	**Effects of technology on officials**
	The learner will understand the positive and negative effects that technology in sport has on officials and how to link these to specific sporting examples: • positive: ○ minimises human error in decisions ○ provides communication links with other officials ○ provides referral system for key decisions ○ pitch side monitors allow match officials to make decisions • negative: ○ delays in decision making referrals ○ officials may become over-reliant on technology ○ takes the human aspect out of decision making ○ loss of control of key decision making ○ reduces the officials' authority
4.1.4	**Effects of technology on spectators**
	The learner will understand the influence, positive and negative, that technology in sport has on spectators and how to link these to specific sporting examples: • positive: ○ increased home and match day entertainment experience ○ wider access to a range of sports ○ enhanced ways of purchasing tickets and merchandise ○ all-weather surfaces make games accessible all year round ○ spectatorship becomes more interactive

	○ spectators are better informed about the sport through on-screen information ○ provides added safety measures and crowd control • negative: ○ delay in decision making slows game down making it less exciting for some spectators ○ increases spectator costs

5. Planning, delivering and reviewing a sports competition

5.1	Planning sports competitions
5.1.1	Roles and responsibilities

	The learner will understand the roles and responsibilities of those involved in the planning of a sports competition:
	
	• national/international governing bodies:
	  ○ provide rules and regulations under which the competition is played
	• event director:
	  ○ overall in charge of the event
	  ○ organises event team (sets objectives)
	  ○ establishes a budget-secure avenue
	  ○ devises the event plan
	• programme co-ordinator:
	  ○ day to day organisation of team
	  ○ monitor action plans
	• marketing officer:
	  ○ advertising
	  ○ promotion
	  ○ sponsorship
	  ○ media liaison
	  ○ branding
	• finance officer:
	  ○ controlling budget
	  ○ securing revenues
	• officials:
	  ○ umpires
	  ○ referees
	  ○ judges
	  ○ timekeepers
	  ○ stewards
	• health and safety officer:
	  ○ risk assessment
	  ○ engage with emergency services

5.1.2	Types of competition formats

	The learner will understand the different types of competition formats, their features and how to link these to sporting examples:
	
	• leagues:
	  ○ a hierarchy system of groups or divisions of teams
	  ○ use the processes of promotion and relegation:
	  ▪ teams that finish at the top of their division are promoted to the next division
	  ▪ teams that finish at the bottom of their division are relegated
	• ladder:
	  ○ players are listed as if on steps of a ladder
	  ○ the objective is for a player/team to reach the top step of the ladder

	○ if a player/team wins against the player/team on the steps above them, they switch places ○ if a player/team loses against the player/team on the steps above them, they must play against another player/team before they can challenge them again • tournament/round-robin: ○ all teams play each other in turn ○ the winning player/team is the one who wins the most games in total ○ makes it easier to rank each player/team from strongest to weakest • knockout: ○ uses a 'match up' system ○ losers of the match ups are immediately eliminated ○ the last remaining players/teams compete for the championship • combination sports competitions: ○ athletics meet with combined track and field events
5.1.3	**Main aspects of a sports competition plan**
	The learner will understand the main aspects of a sports competition plan: • research: ○ competition participants ○ sponsorship and finance ○ venue (indoor/outdoor) ○ operations and resources ○ promotion options • aims and objectives • risk control plan: ○ permits/insurances/licensing ○ safety equipment: ▪ first aid kit ▪ emergency contact phone ▪ defibrillator ○ procedures and protocols ○ safety training/sport-specific training ○ required risk assessment checks ○ appropriate supervision • sports competition timings • competition format • resources: ○ staff ○ equipment ○ technology • contingency plans

5.2	**Delivering a sports competition**
	The learner will understand the considerations involved in delivering a sports competition: • roles and responsibilities of organisers • effective management of participants and other organisers • effective communication with participants and other organisers • adherence and enforcement of health and safety requirements • time management • best use of equipment • best use of technology • adaptation to contingencies
5.3	**Reviewing a sports competition**

	The learner will understand the requirements of reviewing a sports competition:
	
	• the effectiveness of the sports competition plan:
	  ○ sponsors
	  ○ venue choice
	  ○ use of resources:
	  ▪ staff
	  ▪ equipment
	  ▪ technology
	  ○ promotion
	  ○ risk control
	  ○ timing
	  ○ appropriateness of the competition format
	  ○ appropriateness of contingency plans
	• if the aims and objectives were met
	• feedback from participants and other organisers
	• strengths of the competition
	• weaknesses of the competition
	• recommendations for improving future competitions

6. Sports injuries

6.1	**Understanding sports injuries**
6.1.1	**Common causes of sports injuries**

	The learner will understand the difference between internally influenced and externally influenced common causes of injuries:
	
	• internally influenced:
	  ○ lack of warm-up
	  ○ falls (motor skills/co-ordination of an individual)
	  ○ poor technique
	  ○ muscle imbalance/alignment
	  ○ over-training
	  ○ under-training
	  ○ repetitive actions
	  ○ rule breaking/foul play
	  ○ poor mental preparation
	• externally influenced:
	  ○ collisions/impact
	  ○ falls (advertent or inadvertent intervention from teammate or opponent)
	  ○ equipment failure
	  ○ inappropriate clothing/footwear
	  ○ environmental factors

6.1.2	**Types of sports injuries**

	The learner will understand the different types of sports injuries and their signs and symptoms:
	
	• back/spinal injuries:
	  ○ back strain:
	  ▪ pain in back
	  ▪ difficulty standing up straight
	  ▪ pain down one or both legs
	  ○ exertional headache:
	  ▪ throbbing pain in whole head or on one side
	  ▪ nausea
	  ▪ sensitivity to loud sounds and bright light
	  ○ double vision:
	  ▪ pain when moving eyes
	  ▪ pain around eyes
	  ▪ misalignment of eyes
	  ▪ headache
	• breaks/fractures (loss of continuity of the bone):
	  ○ loss of mobility in limb
	  ○ extreme pain
	• sprains (ligament damage):
	  ○ inflammation
	  ○ spasms

	• tears/strains (muscle or tendon damage):
	  ○ 'popping' noise at time of injury
	  ○ immediate pain
	• lacerations, blisters, grazes and bruising:
	  ○ pain in area
	  ○ bleeding
	  ○ hardening of the skin
	  ○ discolouration of the skin
	• concussion:
	  ○ headache that will not go away
	  ○ dizziness
	  ○ nausea
	  ○ memory loss
	• torn cartilage:
	  ○ clicking or grinding sensation
	  ○ joint locking, catching or giving way
	  ○ stiffness
	  ○ swelling
	• dislocation:
	  ○ pain in area
	  ○ visibly deformed joint
	  ○ instability/loss of mobility of the joint
	  ○ swelling
	  ○ bruising
	• repetitive strain:
	  ○ pain or tenderness
	  ○ stiffness
	  ○ throbbing
	• overuse injuries:
	  ○ tingling
	  ○ numbness
	  ○ weakness
	  ○ cramp

6.2	**Treatment of sports injuries**
6.2.1	**Injury classifications and referrals**

	The learner will understand the different classifications of injuries and their characteristics. The learner will also understand injury referrals:
	
	• acute injuries:
	  ○ sudden severe pain
	  ○ swelling around injured site
	  ○ restricted movement
	  ○ weakness in affected area
	  ○ protruding bone or joint visibly out of place
	• chronic injuries:
	  ○ pain when competing
	  ○ dull ache or pain when recovering or at rest
	  ○ swelling

	• referring injuries to medical professionals:
	  ○ accident and emergency (A&E):
	  ▪ severe injuries requiring immediate attention:
	  • head injuries caused by blunt trauma
	  • broken or fractured bones
	  • dislocated joints
	  • torn muscles, ligaments or cartilage
	  • concussion (suspected and confirmed)
	  ○ NHS walk-in centre:
	  ▪ minor injuries requiring urgent attention:
	  • minor head injuries
	  • strained or sprained joints
	  • cuts and grazes
	  ○ local GP:
	  ▪ minor injuries that you cannot treat yourself and do not require urgent attention:
	  • repetitive strain injury

6.2.2	**Responses to injuries**

	The learner will understand phased responses to injuries including the appropriate application of the following methods:
	
	• primary phase:
	  ○ injury assessment routine: see, ask, look, touch, active, passive, strength (SALTAPS)
	  ○ protection, rest, ice, compression, elevation (PRICE)
	  ○ levels of consciousness: alert, confusion, voice, pain, unresponsiveness (ACVPU scale)
	  ○ major bleeding: position, expose, elevation, pressure (PEEP)
	• secondary phase:
	  ○ rehabilitation methods:
	  ▪ PRICE
	  ▪ hydrotherapy: use of exercises in a swimming pool as treatment
	  ▪ prosthetics: artificial replacements
	  ▪ cryotherapy: the use of extreme cold in medical therapy
	  ▪ kinesio tape: elastic therapeutic tape used to support joints and muscles and enhance recovery
	  ▪ compression aids: support veins and increase circulation (straps, braces, sleeves, bandages, socks)
	  ▪ electrical stimulation: sends gentle electric pulses through the skin and helps to repair muscle injuries
	  ▪ medication/supplements: tablets or potions which include minerals, vitamins and natural substances
	  ▪ personal strength and conditioning plans: allows a performer to strengthen and support muscles, increase mobility and correct posture

6.3	**Prevention of sports injuries**
6.3.1	**Prevention methods**

	The learner will understand injury prevention methods, how to link these to specific sport activities and when each should be applied:
	
	• stretching, warm-up and cool-down:
	  ○ before and after taking part in any exercise
	• hydration:
	  ○ every opportunity should be taken for rehydration during sport or exercise sessions:
	  ▪ before exercise
	  ▪ during breaks
	  ▪ after exercise
	• taping and bracing:
	  ○ should be used when needing to reinforce a joint or support a muscle recovering from injury
	• athlete screening – comprehensive athletic screening evaluation (CASE):
	  ○ should be used to examine an adolescent athlete for potential orthopaedic, neurological or cardiac problems prior to beginning training
	• correct equipment/clothing:
	  ○ should always be applied in sport and exercise, particularly in those involving contact, high speed, endurance
	• personal protective equipment (PPE):
	  ○ should be used in sports with high likelihood of collision and trauma
	• safe use of equipment:
	  ○ all equipment should be tested prior to use and participants should be trained in the safe use of equipment in all sports and exercise
	• correct technique:
	  ○ should always be applied by the participant in the sport or exercise
	• ability-level requirements:
	  ○ should be applied by clubs, teams, leagues and competitions to ensure that participants do not undertake sport and exercise that is beyond their capability
	• correct coaching:
	  ○ should always be applied in both the training and the carrying out of the sport event to ensure the participants are equipped to protect themselves from injury
	• rest/recovery:
	  ○ should be applied when participants have undertaken strenuous sport and exercise to avoid overexertion of the body
	• medication/supplements:
	  ○ should be used to target issues before sport and exercise and to aid rest and recovery after sport and exercise
	  ○ should be carefully considered and taken under the direction of a medical practitioner, whilst observing World Anti-Doping Agency (WADA) regulations
	• hot and cold applications:
	  ○ should be used after sport and exercise to reduce muscle pain
	• appropriate training – frequency, intensity, type and time (FITT) principle:
	  ○ should be used before sport or exercise to help participants understand for how long and how hard they should exercise

6.3.2	Sports health and safety risk assessment

	The learner will understand the 5 principles of risk assessment and the process of carrying out a sports risk assessment:
	
	• the 5 principles:
	  ○ identify hazards:
	  ▪ faulty equipment
	  ▪ slipping or tripping hazards
	  ○ determine who may be harmed:
	  ▪ performers:
	  • pre-event screening
	  • health questionnaire
	  ▪ staff
	  ▪ public
	  ○ evaluate the risk:
	  ▪ probability
	  ▪ severity
	  ▪ traffic light system:
	  • red – serious
	  • amber – moderate
	  • green – mild
	  ○ identify control measures
	  ○ record finding
	• writing a risk assessment:
	  ○ outline the hazard
	  ○ outline who the hazard affects
	  ○ state the level of risk
	  ○ identify the control measure in place
	  ○ regularly review until the hazard has been removed
	• areas to consider:
	  ○ venue:
	  ▪ space
	  ▪ hazards
	  ▪ access to refreshments
	  ▪ first aid equipment
	  ▪ emergency communication
	  ▪ suitable for activity
	  ▪ spectator safety
	  ○ equipment:
	  ▪ correct footwear and clothing
	  ▪ equipment functionality checks
	  ▪ safety clothing
	  ○ environment:
	  ▪ weather
	  ▪ temperature
	  ○ competitors:
	  ▪ number of competitors
	  ▪ emergency contact details
	  ▪ pre-activity health checks
	  ▪ different levels of experience

7. Psychology for sports performance

7.1	**Psychology in sport**
7.1.1	**Personality and sports performance**

	The learner will understand different personality types, their effects on sports performance and how each type may be motivated:
	
	• introverted:
	  ○ effects on sports performance:
	  ▪ may be less likely to show aggression
	  ▪ more likely to excel at individual sports
	  ○ how they may be motivated:
	  ▪ help with autonomous training and exercise
	  ▪ structure
	  ▪ defined goals
	  ▪ recognition of achievement
	• extroverted:
	  ○ effects on sports performance:
	  ▪ may be more energised by team sports
	  ▪ require high levels of arousal to perform
	  ▪ too much stimulation may cause them to under-perform
	  ○ how they may be motivated:
	  ▪ focus on adrenaline
	  ▪ pressure and attention
	  ▪ help them to take control
	  ▪ showing regular appreciation of work

7.1.2	**Impact of motivation on sports performance**

	The learner will understand the types of motivation, the impact of motivation on sports performance and strategies that can be used to influence motivation:
	
	• types of motivation:
	  ○ intrinsic motivation – motivated by internal mechanisms like their own personal achievement
	  ○ extrinsic motivation – motivated by external stimuli like tangible or intangible rewards
	• impact of motivation on sports performance:
	  ○ positive effects:
	  ▪ enjoyment, which sustains willingness to continue
	  ▪ increased effort and improved performance
	  ▪ rewards for hard work
	  ▪ regular participation in sport
	  ▪ helps to overcome adversity
	  ○ negative effects:
	  ▪ overexertion
	  ▪ tiredness
	  ▪ demotivation
	• strategies that can be used to influence motivation:

	○ using music – increases stimulation ○ imagery – imagining future success ○ relaxation – increases focus ○ mental rehearsal – builds self-confidence
7.2	**Self confidence in sports performance**
	The learner will understand the impact of self-confidence on sports performance and how this can be developed: • definition of self-confidence: ○ the belief that a desired behaviour can be performed • effects of self-confidence: ○ increased participation levels ○ promotes positive attitude to sports participation ○ promotes inner belief towards achieving personal goals and objectives ○ improves concentration and effort ○ improves performance • methods to develop self-confidence: ○ positive reinforcement by coaches and training partners ○ participate within a positive environment ○ only associate or participate with others who have a positive outlook ○ positive self-encouragement during participation ○ set realistic goals for continued achievement
7.3	**Anxiety in sports performance**
7.3.1	**Stress, anxiety and arousal in sports performance**
	The learner will understand the symptoms of anxiety and arousal and their effects on sports performance: • definition of anxiety in sport – a psychological state in reaction to the stress of performing under pressure • types of anxiety and stress and their symptoms: ○ somatic anxiety (physical manifestation of anxiety): ▪ sweating ▪ increased heart rate ▪ muscle tension ▪ nausea ○ cognitive anxiety (mental manifestation of anxiety): ▪ fear ▪ apprehension ▪ confusion ▪ inability to concentrate ▪ lack of sleep ○ arousal (positive manifestation of anxiety): ▪ high levels of energy ▪ high levels of cognitive functioning ▪ increased muscle tension ▪ affected co-ordination ▪ narrow attention (not enough awareness of environment)

	• effects of anxiety/arousal on sports performance:
	  ○ drive theory – direct correlation between arousal and performance
	  ○ inverted U theory – arousal enhances performance, at medium arousal levels performance peaks, beyond which performance declines
	  ○ sport specific – some sports benefit from high levels of arousal

7.3.2	**Managing anxiety for sports performance**

	The learner will understand methods of managing the effects of anxiety to enhance sports performance:
	
	• performer-specific mental preparation:
	  ○ recognising that each performer prepares differently and factoring this time into performance preparation
	• pep talks:
	  ○ focussing on motivation and reducing stress and worry
	  ○ ensuring not to increase levels of arousal so much that performance suffers
	• music:
	  ○ recognising which music can reduce stress and which music can motivate
	• breathing exercises:
	  ○ reduces some symptoms of somatic anxiety
	  ○ helps to distract from ruminating and worrying

8. Sports leadership and sports coaching

8.1	Sports leadership
8.1.1	**Types and styles of leaders**

	The learner will understand the types of leaders and different leadership styles and how to link these to sporting examples:
	
	• types of leaders:
	  ○ prescribed leader (appointed by higher authority)
	  ○ emergent leader (someone who emerges as a leader from within a group over time)
	• leadership styles:
	  ○ autocratic (a leader who controls all decision making with no input from others)
	  ○ democratic (encourages others to share ideas and opinions towards decision making)
	  ○ laissez-faire (opposite of autocratic, someone who makes few decisions themselves and relies on others for decision making)

8.1.2	**Skills and qualities of a leader and coach**

	The learner will understand the skills and qualities of an effective leader and coach:
	
	• skills:
	  ○ communication:
	  ▪ verbal:
	  • clear and concise speech
	  • active listening
	  • reinforcement of points
	  ▪ non-verbal:
	  • body language
	  • facial expression
	  • eye contact
	  ○ knowledge of the sport/activity
	  ○ decision making
	  ○ organisational
	  ○ delegating
	  ○ feedback
	  ○ evaluation
	• qualities:
	  ○ enthusiastic
	  ○ positive
	  ○ motivational
	  ○ influential
	  ○ personality:
	  ▪ outgoing
	  ▪ sense of humour
	  ▪ empathetic
	  ○ professional appearance
	  ○ confident

8.1.3	**Responsibilities of a sports leader**
	The learner will understand the responsibilities that are expected of a sports leader: • promoting rules and regulations • equality • accountability • safe practice • problem solving • conflict resolution • imparting ethics and values • professional conduct • child protection/safeguarding
8.2	**Sports coaching**
8.2.1	**Roles and responsibilities of a coach**

	The learner will understand the roles and responsibilities of a sports coach:
	
	• roles:
	  ○ skills developer
	  ○ motivator
	  ○ communicator
	  ○ developing self-confidence
	• responsibilities:
	  ○ knowledge and understanding of the sport
	  ○ developing specific skills
	  ○ creating a safe environment
	  ○ planning innovative skill development sessions
	  ○ implementing techniques to improve sports performance
	  ○ monitoring sports performance:
	  ▪ performance analysis
	  ○ evaluating skill development

8.2.2	**Skills assessment**

	The learner will understand the methods that can be used to identify strengths and weaknesses of skills and the features of each method:
	
	• coach/peer assessments:
	  ○ visual assessment
	  ○ video analysis
	  ○ performance against technical development plan
	• self-assessments:
	  ○ review progress in all aspects of performance
	  ○ identify areas of development
	  ○ compare previous performances
	  ○ compare performance against national benchmarks
	• data analysis:
	  ○ collate and analyse set standards to compare own performance against

8.2.3	**Coaching techniques to develop sports skills performance**

	The learner will understand techniques used to improve sports skills performance and when each technique may be applied:
	
	• technical instruction (verbally instructing a performer to complete a skill by breaking down the skill with technical pointers)
	• effective coaching demonstrations (allowing the performer to see a visual representation of a skill by a coach practically demonstrating the skill)
	• simulation (practicing a skill under conditions which reflect real-life pressure)
	• self-talk (triggers enhanced effort and increased confidence)
	• mental/skill rehearsal (preparing yourself by actively visualising the carrying out of a skill prior to execution of performance)
	• feedback (helps develop future performance by gathering opinions and advice about past performances and setting goals for improvement):
	  ○ specific, measurable, attainable, realistic, time-bound (SMART) principles for setting goals:
	  ▪ specific
	  ▪ measurable
	  ▪ attainable
	  ▪ realistic
	  ▪ time-bound:
	  • short-term goals – accomplishing a goal in a short amount of time within 2–3 weeks
	  • medium-term goals – accomplishing a goal within 3–6 months
	  • long-term goals – accomplishing a goal beyond 6 months

8.2.4	**Methods of measuring skill development**

	The learner will understand the methods that can be used by coaches to measure skill development and the benefits of these methods to the performer:
	
	• self-assessment:
	  ○ helps develop self-awareness
	  ○ lack of external criticism makes performers less defensive
	  ○ helps personal development
	• coach observations:
	  ○ measures performance against set standards
	  ○ develops the ability to accept constructive criticism
	• peer observations:
	  ○ provides objective and constructive feedback
	• performance profiling:
	  ○ provides insight into how the performer views their performance and ability
	  ○ gives the performer a clear picture of their performance and how to improve
	• performance analysis via data:
	  ○ allows the performer and coach to focus on areas for development
	  ○ makes development more measurable
	• goal/objective comparison:
	  ○ allows the performer to plan specific objectives/actions in order to achieve a goal
	  ○ allows the performer to achieve intangible goals by setting tangible objectives

9. Skills classification and performance analysis

9.1	Skills classification
9.1.1	**Environmental stimuli**

	The learner will understand sporting environmental stimuli and how they may affect the skills of the performer:
	
	• other performers:
	  ○ teammates – team dynamics can promote either positive or negative sporting environment
	  ○ opposing teams – may affect skills if opposing players are adopting a gamesmanship approach
	• circumstance:
	  ○ spectators – may hinder skills due to noise or pressure and stress due to presence of spectators
	  ○ venue – size of venue may increase levels of anxiety of performers
	• weather:
	  ○ strong winds – may affect technique in outdoor sports
	  ○ extreme heat – may cause increased core body temperature and dehydration, affecting ability and endurance
	• terrain:
	  ○ mud – may place greater reliance on muscle strength, aerobic and anaerobic fitness
	  ○ uneven surface: may create dangerous off-centre force on ankles and feet, leading to tendonitis or joint problems

9.1.2	**Types of skills classification**

	The learner will understand the different types of skills classifications and their features and how to link these to sporting examples:
	
	• open:
	  ○ affected by environmental stimuli
	  ○ continually having to adapt technique during unpredictable situations
	• closed:
	  ○ stable and predictable environment
	  ○ performers can rely on fixed technique
	• simple/complex:
	  ○ simple – requires little concentration
	  ○ complex – requires high levels of concentration
	• self-paced/externally paced:
	  ○ self-paced – pace controlled by performer
	  ○ externally paced – pace controlled by environment
	• discrete/continuous/serial:
	  ○ discrete – brief and well defined with clear beginning and end, using single and specific skills
	  ○ continuous – no obvious beginning and end
	  ○ serial – a group of discrete skills strung together in a complex movement

	• gross/fine:
	  ○ gross – large muscle movements, not very precise
	  ○ fine – intricate and precise movements, using small muscle groups and high levels of hand-eye co-ordination
	• technical/tactical:
	  ○ technical skills for sport – specific procedures to move the body to perform an action
	  ○ tactical skills for sport – putting technical skills into action

9.1.3	**Types of practice**
	The learner will understand the different types of practice that can be used in skills development and the differences between them: • whole – develops a skill without breaking it down into parts • progressive part practice – progressively builds elements of the skills until the whole skill can be performed • whole-part-whole – whole skill is attempted, then if areas need development they are practiced in isolation before the whole skill is attempted again • massed – continuous practice of a skill without any rest or intervals • distributive – skill development is interspersed with other training or rest • fixed – repeating the same practice/movement continuously • variable – skills interaction is varied to allow performers to draw on different experiences in future performances • mental – practice is visualised and requires no physical movement
9.2	**Sports performance analysis**
9.2.1	**Benefits of technical and tactical sports performance analysis**

	The learner will understand the benefits of technical and tactical sports performance analysis:
	
	• technical:
	  ○ identifies individual strengths and weaknesses
	  ○ identifies and improves technical skills and knowledge
	  ○ enables a detailed review of individual performance
	  ○ improves coaching practice
	• tactical:
	  ○ enables squad/team selections
	  ○ enables detailed review of team performance
	  ○ enables talent spotting
	  ○ identifies and improves tactical skills and knowledge

9.2.2	**Methods of technical sports performance analysis**
	The learner will understand methods and applications of analysing technical sports performance: • statistics – can be applied to aid individual performance, or allow coaches or managers to gain advantage over opponents

	• fitness testing – can be applied to consistently measure fitness levels of performers for:
	  ○ monitoring of an injury or lay off
	  ○ pre-season training
	• video analysis – can be applied when coaches and performers need to focus on particular areas for development
	• apps – can be applied to record personal fitness and health
	• observations – can be applied to get first-hand, objective feedback
	• heart rate monitor – can be applied to determine levels of exertion
	• force platforms – can be applied to provide information about external forces involved in movement and help coaches to evaluate the execution or a skill
	• reaction time – can be applied to analyse a performers response to a stimulus
	• accelerometers – can be applied to detect the change in acceleration by the performer
	• timing lights – can be applied to measure the speed of a performer between 2 fixed points
	• GPS – can be applied to monitor valuable data on performers, both in training and performance

9.2.3	**Methods of tactical sports performance analysis**

	The learner will understand tactical performance analysis methods for individuals and teams:
	
	• notational analysis – the study of movement patterns, strategy and tactics, and critical events, in both individual and team sports, can be analysed in a consistent and reliable manner:
	  ○ individual assessment – focuses on individual performance and contribution to overall team
	  ○ team assessment – focuses on the overall team performance and tactics
	  ○ unit assessment – focuses on a unit within the team
	  ○ real time assessment – focuses on in-game footage to analyse tactics, change players or make changes to combat opposition

9.3	**Physical factors of sports performance**
9.3.1	**Physical factors affecting sports performance**

	The learner will understand physical factors that can affect sports performance:
	
	• physical factors:
	  ○ fitness:
	  ▪ strength – a performer's ability to move against resistance
	  ▪ flexibility – elasticity levels in the synovial joints
	  ▪ endurance:
	  • cardiovascular – a performer's lung capacity during exercise
	  • muscular – the number of repetitions a performer can do without rest
	  ○ diet – different forms of exercise benefits from different intakes of calories, carbohydrates, and protein

	○ age: ▪ endurance performers tend to retain endurance fitness until approximately 35–40 years ▪ modest decrease in endurance until around 50 years ▪ progressive decrease in endurance after 50 years, with greatest decline after the age of 70 years ○ sleep – pivotal to maintaining fitness and can use up carbohydrates stored within the body for energy use during physical activity
9.3.2	**Physical methods for improving sports performance**
	The learner will understand physical methods for improving sports performance and when they should be applied: • preparation: ○ concentrated training programmes ○ nutrition plans: ▪ protein for muscle gain ▪ carbohydrate for endurance sports • recovery: ○ rest of certain areas of the body ○ sports massage ○ ice baths ○ carbohydrate replenishment

10. Development and delivery of a sports coaching session

10.1	Planning a sports coaching session

	The learner will understand the requirements of each component when creating a sports coaching session plan:
	
	• session aims
	• session objectives
	• record of required risk assessment checks:
	  ○ venue:
	  ▪ space
	  ▪ hazards
	  ▪ access to refreshments
	  ▪ first aid equipment
	  ▪ emergency communication
	  ▪ suitable for activity
	  ▪ spectator safety
	  ○ equipment:
	  ▪ technology
	  ▪ correct footwear and clothing
	  ▪ equipment checks
	  ▪ safety clothing
	  ○ environment:
	  ▪ weather
	  ▪ temperature
	  ○ competitors:
	  ▪ number of competitors
	  ▪ emergency contact details
	  ▪ pre-activity health checks
	  ▪ different levels of experience
	• sport coaching session:
	  ○ format
	  ○ sequence
	  ○ timings
	  ○ contingencies
	• participants:
	  ○ age
	  ○ gender
	  ○ ability variation options
	• equipment requirements:
	  ○ amount
	  ○ condition
	  ○ arrangement

10.2	**Delivering a sports coaching session**
	The learner will understand the requirements of each component of a sport coaching session: • risk assessment:

	○ ensuring correct health and safety procedures are adopted • motivation of participants: ○ adapting coaching style to participants' requirements • warm-up: ○ pulse raiser: ▪ warm muscles ▪ increase heart rate ○ mobilisation: ▪ reduce stiffness of joints to improve mobility ○ stretches: ▪ static – hold stretch to elongate the muscles ▪ dynamic – stretch through a range of motions • skill introduction and assessment: ○ demonstrate skill ○ outline assessment criteria • skill development: ○ progression – improving skill ○ regression – returning to a former or less developed state • skill practice activity • measuring skill development • differentiating activities and drills to enable participants to be challenged • cool-down: ○ pulse lowering: ▪ reduce heart rate ▪ deliver oxygen to the muscles ○ developmental stretching: ▪ increase length or flexibility of muscles
10.3	**Reviewing a sports coaching session**
	The learner will understand the requirements of reviewing a sports coaching session: • review techniques: ○ gathering feedback from participants, other organisers and teachers ○ identifying what went well and what can be improved about the session in future ○ watching a video recording of the session • the effectiveness of the session plan • whether the session's aims and objectives were met • the use of resources: ○ staff ○ equipment ○ technology • whether the adaptations to contingencies were successful • the effectiveness of the leader and coach: ○ control of the session timing ○ ability to motivate participants ○ management of health and safety procedures • the performance of the participants using technical and tactical analysis

Teaching guidance

In this section we provide some useful advice and guidance to support the delivery of the teaching content.

Website links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse any learning resources available on these websites. For official NCFE endorsed learning resources, please see the additional and teaching materials sections on the qualification page on the NCFE website.

1. Teaching guidance – participation in sport

For examples of appropriate sporting activities, please refer to the DfE's GCSE Physical Education activity list.

Learners could conduct some research within the classroom and discuss what sports they take part in and how often. This could be extended to include their family's/guardian's participation levels to enable learners to identify trends in participation levels and activities.

Learners could discuss in groups what sports they would like to take part in that they currently do not, and then discuss why they do not take part. This information could then be swapped with another group, and they can try and find solutions to overcome these barriers. This may include discussions around:

- under-representation of women, minority ethnic groups and people with disabilities in sport, at all levels and in all roles
- gender inequalities (for example, women's sport may be seen to have a lower status than mens)
- religion/culture (for example, time of day for worship, religious clothing such as hijab or turban)

Learners could be provided with data that they are required to interpret, commenting on factors affecting participation in sport. Health data regarding sports participation for certain groups can come from websites such as:

- www.sportengland.org
- www.ethnicity-facts-figures.service.gov.uk
- www.digital.nhs.uk

Learners could take part in a group activity where they are given statements, for example, 'performs their sport as their main employment'. They would then need to list these under amateur or professional, depending on the outcome the learner decides. Learners could then discuss their decision on each statement.

External visits/guest speakers

Local sports development officers may be able to discuss areas of development in the local community.

1. Teaching guidance – participation in sport
Useful websites: • www.sportengland.org • www.gov.uk/government/policies/sports-participation • www.sportanddev.org/en

2. Teaching guidance – ethics in sport

Learners could watch videos of 'flash points' in games, and then identify if it is an issue of gamesmanship or sportsmanship and discuss why:

- gamesmanship (such as a footballer diving to earn a penalty kick)
- sportsmanship (such as helping an injured competitor to complete an event)

Learners could research high-profile performers who have been found guilty of taking performance-enhancing drugs (PEDs), and look at the unfair advantages this has given the performer and the results of having been detected. Sporting examples that teachers can use for each PED include:

- beta blockers used in archery, shooting, snooker, golf (putting) and darts
- stimulants used in boxing, weightlifting and rugby
- anabolic agents (steroids) used in weightlifting, American football and rugby
- growth hormones used in American football, boxing, baseball (sports that require short bursts of explosive power)

Teachers could use water to show how the process of blood doping works, by taking water out of a vessel, replenishing it, then adding the removed water to show the increase. Learners could then discuss how and why this may enhance performance.

Learners could research sports performers who have used blood doping and the consequences of this. For example:

- cycling – over 20 cyclists have died in Europe over the past 25 years from blood doping

Learners could independently research news stories of corruption, using performance-enhancing drugs and match-fixing and look at the outcomes of the cases. For example:

- state-sponsored doping – Russia's expulsion from all major sports events for 4 years
- selection of major sporting events – 2015 FIFA corruption Sepp Blatter
- match-fixing – 2016 Olympics, boxing referees dismissed
- bribery – 2013 Indian premier league cricket, 2002 winter Olympics Salt Lake City
- illegal betting – footballer Daniel Sturridge in 2018

Useful documentaries for learners to use for their research could include:

- Icarus (2017, Netflix)
- The Dark Side: Secrets of the Sports Dopers (2015, YouTube)

External visits/guest speakers

Learners would benefit from hearing the thoughts and experiences of performers and coaches involved in sport.

Useful websites:

- www.bbc.co.uk

3. Teaching guidance – sponsorship, media and marketing in sport

Sponsorship

Learners could pick high-profile performers and research what sponsors they have and how they support them. Learners could look at performers before and after they gained sponsorship to see how their participation and profile in sport has changed, for example, they may not need to have part-time employment to self-fund travel to events.

Learners could research what types of products and events are sponsored and discuss what may happen if the sponsorship deal was to end. This could be linked to high-profile sports people that have had sponsorship removed. Examples of sponsorships that learners can research include:

- financial:
  - advertising rights (such as sports grounds, team sponsor)
  - shirt sponsor (such as full shirt, sleeve)
- amenities:
  - provision of necessary equipment (such as team strips and kit, balls, training or playing equipment)
  - covering the cost of using facilities (such as pitches, gymnasiums)
  - covering the cost of hiring a venue (such as basketball courts)
  - clothing/footwear (such as boots, running shoes, sportswear)
- events sponsorships:
  - Barclays Premier League
  - Red Bull Racing
  - Sky Bet Championship
  - Virgin Money London Marathon

Learners could research sports that are sponsored and discuss how the advantages and disadvantages can affect the sport. For example:

- advantages:
  - increased revenue can lead to more investment in players and/or equipment
- disadvantages:
  - changes in merchandise can create financial burdens on fans
  - sponsors gaining stadium naming rights can create a loss of historical identity (such as St James' Park Newcastle being changed to the Sports Direct Arena)

Teachers could also show a recorded sporting event to show brand logo positioning and camera positioning to create awareness of a sponsor's involvement in a sporting event.

Learners could research how sports sponsorship has helped raise the profile of certain sponsors, for example increasing brand image by association (for example, Adidas and the FIFA World Cup). Learners could also research occasions when sponsors have encountered negative exposure by association. For example:

- personal behaviour of sponsored player/performer (for example, Tiger Woods)

3. Teaching guidance – sponsorship, media and marketing in sport

- team or individual cheating (for example, Australian cricket, ball tampering)
- performance-enhancing drug exposure of team or individual (for example, Lance Armstrong)
- crowd disturbances/behaviour:
  - racism
  - violence

To help embed an understanding, learners could research different sponsorship regulations and then compare them. An engaging topic for them to approach could be gambling advertising. For example:

- English Premier League clubs' shirt/sleeve sponsorship, for example, from 2020 approximately 50% of teams were sponsored by gambling companies on their shirts and sleeves – learners could look at the potential impact of this:
  - addiction
  - financial loss
  - poor mental health

Sports media

Learners could research specific sports performers and discuss how sports media has both advantaged them and disadvantaged them. For example:

- advantage:
  - sports media provides an opportunity for performers via the shop window effect, helping them catch the eye of talent scouts and gain national/international exposure
- disadvantage:
  - sports media may put the spotlight on performers:
    - making them overly self-conscious
    - making them overly confident
    - creating a loss of privacy in their personal life
    - creating unwarranted scrutiny and criticism

Learners could use different sports media sources like websites, social media and print media such as magazines, books, fanzines and newspapers.

Teachers could also show how sports media can be disadvantageous for spectators by creating media hype around hooliganism, creative negative publicity for teams and issues such as regional or class bias.

Sports marketing

Learners could research and identify sports and products associated with that sport, discover the various ways they are marketed or sponsored and discuss the impact that sponsorship can have on the company and their product.

Learners could identify specific job roles in sports, such as sports agents or sports promoters, and discuss how they support the performer or the sport. For example:

- learners could research case studies in which football agents have negotiated transfers for players

3. Teaching guidance – sponsorship, media and marketing in sport
• learners could research popular sports promoters, such as British boxing promotors Teachers could use sporting examples to teach the difference between the sports marketing sectors. For example: • advertising of sport and sport associations (for example, broadcasting, digital platforms) • use of sport to promote products (for example, sports hydration drinks, footwear) • promotion of sport to increase participation (for example, gender inequality or community relations) **External visits/guest speakers:** • local sponsor • performers who have a sponsorship in place • local companies that sponsor performers or events **Useful websites:** • www.sportbusiness.com/sponsorship-insider • www.bbc.co.uk

4. Teaching guidance – the use of technology in sport

It is important that learners have the opportunity to gain knowledge and understanding of the use of technology in sport through both class-based and practical-based learning. For example:

- learners could choose a sport and discuss what technologies are currently operating and discuss why these technologies were introduced
- learners could discuss how technology has changed their experience within sport whilst visiting a sports event
- learners could compare experiences before technology was introduced and compare them to visits when technology has been employed
- learners could apply technology to their own sports participation, for example, using a mobile phone and slow-motion app to decide whether a ball has crossed the line or bounced in
- learners could officiate a competition or small task, record the task, then see if the decisions they made were correct when referring to the recording

Learners could also discuss in groups where further technology could be used in a particular sport and what benefits this could bring. For example:

- wheelchairs can be made using ergonomics, lightweight materials and bespoke fitting
- helmets can be made with lightweight carbon fibre and be ventilated
- aerodynamics can be applied to equipment and clothing
- air quality control

Teachers could also give learners examples of sports, then examples of technology, and ask the learners to match the technology to the sport and explain how it can enhance game play and communication. For example:

- assistant refereeing:
  - third umpire in cricket
  - television match official (TMO) in rugby
  - video assistant referee (VAR) in football and soccer
- goal line technology:
  - Hawk-Eye in tennis, cricket and football
  - radio communication:
    - closed communication channel between soccer referees and other match officials
    - open communication channel between rugby referees, broadcasters and the spectators

Teachers could also ask learners to provide examples of where technology has had a positive and negative effect on:

- performance:
  - positive – health, fitness testing, training techniques, clothing, performance analysis
  - negative – increased cost, exclusivity for the wealthy
- coaching:
  - positive – performance analysis, technique analysis, tactical assessments
  - negative – focus only on results, become over-reliant on technology
- officials:
  - positive – minimise errors in key decisions, communication links, pitch side monitors

4. Teaching guidance – the use of technology in sport
○ negative – delays decision after referral, over-reliance on technology, reduces officials' authority • spectator: ○ positive – wider range of sports, ticket purchase, more interaction, crowd safety ○ negative – referred decision slows game, increase in spectator costs **External visits/guest speakers** Learners could visit local sports events to see how technology works in action. **Useful websites:** • https://www.topendsports.com/resources/technology/index.htm • www.bbc.co.uk **Useful apps:** • Coach's Eye app

5. Teaching guidance – planning, delivering and reviewing a sports competition

It is important that learners are given the opportunity to gain knowledge and understanding of planning sports competitions through a combination of both class-based and practical-based learning. This particular learning outcome would be best suited to practical-based learning, although there is a need for classroom activity. For example:

- sports competitions carried out by learners who are following their classmates' plans provides the organisers with the opportunity to identify any issues
- several sports competitions delivered, with a range of competition formats included (learners can then become the organiser and discuss reasons as to which format would be most suited to which sports competition/event and the reasons why)
- videos of each major sporting competition could then be used to replicate each tournament practically and learners could, possibly in groups, re-enact the competition
- the roles and responsibilities of the organising committee should be clearly outlined depending upon the size of the event

To help embed the roles and responsibilities of national/international governing bodies, learners could research World Athletics, FIFA and FINA and find out which competitions they are responsible for providing rules and regulations and find examples of the rules and regulations that they might enforce. For example:

- FIFA may change or amend the offside rule in football
- World Athletics may change or amend regulations relating to clothing and footwear for competitions such as the Olympics

Teachers could provide learners with examples of competition formats and examples of specific competitions and ask them to match them up. For example:

- leagues – premier league football, premiership rugby, county cricket
- ladder – basketball, badminton
- tournament/round-robin – qualifying stages of FIFA World Cup, Davis Cup (tennis)
- knockout – athletics, rowing, football or rugby cup competitions
- combination sports – decathlon, heptathlon, triathlon

Teachers could also provide learners with a mock sports competition plan and ask them to analyse it for strengths and weaknesses and suggest how it can be improved. For example:

- research:
  - does the plan consider factors that can affect participation?
  - do the sponsors cover the cost/provide the right amenities?
  - are the sponsors appropriate? (for example, are there any ethical issues?)
  - what are the advantages and disadvantages of the chosen venue?
  - does the operations and resources plan meet the needs of the event?
  - are the promotion plans targeted at an appropriate audience?
- aims and objectives:
  - are the aims and objectives achievable?
- risk control plan:
  - have the correct permits/insurances/licenses been obtained?

5. Teaching guidance – planning, delivering and reviewing a sports competition

  - is the safety equipment provided sufficient to cover all injury risks?
  - is the plan in line with procedures and protocols? (for example, governing body guidelines, or child protection/safeguarding)
  - is the safety training/sport-specific training appropriate for the sport?
  - do the risk assessment checks take into account all potential hazards?
  - does the supervision cover the size/requirements of the event?
- sports competition timings:
  - has each component of the competition been given sufficient time?
- competition format:
  - is the format appropriate to the sport and aims/objectives?
- resources:
  - is the event appropriately staffed?
  - is there sufficient equipment?
- contingency plans:
  - do the contingencies cover all possibilities? (for example, resources, staffing, competitors)

External visits/guest speakers

Learners would benefit from listening to local sports coaches who can carry out practical sessions.

Useful websites:

- www.bbc.co.uk
- www.sportsleaders.org/

6. Teaching guidance – sports injuries

Learners could investigate the common causes of injuries for a range of sports injuries and look to create a factsheet, brochure or PowerPoint presentation that would aid a sports person's knowledge. This could also be taught through the use of flashcards whereby the learner develops knowledge and understanding to recognise the common causes of injury for different sport injuries.

Knowledge and understanding for the treatment of sports injuries could be developed through role play whereby the learners undergo different sport injury scenarios and explore the primary and secondary phases of treatment.

Learners could develop knowledge and understanding of sport injury prevention, through the review of a range of relevant case studies, to explore the successes and failures of methods used. This would then support learners' understanding of methods of sports injury prevention. Learners could also look to match up methods of injury prevention to different sports injuries through relevant classroom-based activities.

Learners could also develop knowledge of recognising common causes of injury through the review of videos to determine what happens next. Through this process, the learner will learn to recognise how common causes lead to different sport injuries and develop further knowledge of the primary and secondary phases of treatment.

Learners could also discuss possible origins of common injuries to widen their understanding of prevention methods. For example:

- collisions or impacts could originate from contact sports (such as rugby, football, hockey)
- falls may originate from insufficient targeted coaching (such as on motor skills, co-ordination of the player)
- environmentally impacted injuries could originate from inappropriate venues (such as outside in icy or windy conditions) and ineffective health and safety measures (such as playing in excessive heat without air conditioning)

Learners could also discuss symptoms which can indicate types of sports injuries. For example:

- back or spinal injuries symptoms:
  - pain in the back
  - difficulty standing up straight
  - pain down one or both legs
- exertional headache symptoms:
  - throbbing pain in whole head or one side
  - nausea
  - sensitivity to loud noises or bright light
- double vision symptoms:
  - pain when moving eyes
  - pain around eyes
  - misalignment of eyes
  - headache

6. Teaching guidance – sports injuries

Learners could also discuss examples of overuse injuries. For example:

- shin splints
- tendonitis
- muscle tears
- ligament strain
- Osgood Schlatter Disease – inflammation of patellar ligament in knee – occurs mainly in boys between 10–15 years of age

Teachers could require learners to prepare a health and safety risk assessment around a practical gymnasium session, or alternatively in conjunction with the planned event in section 5. This will develop knowledge and understanding of the 5 principles. For example:

1. Identification of hazards – faulty equipment, slip or trip hazards, environment
2. Determine who may be harmed – users, staff, public
3. Evaluate the risk – probability or severity, using traffic light system
4. Identify control measures – state control measures appropriate to the hazard and level of risk
5. Record findings

External visits/guest speakers

Learners could benefit from an external visit or a guest speaker session from a sports physiotherapist, as they may be able to discuss phases of treatment and injury prevention.

Useful websites:

- www.nhs.uk/conditions/sports-injuries/

7. Teaching guidance – psychology for sports performance

To embed an understanding of motivation in sport, learners could review different sports and performance statuses, then categorise what type of motivation (intrinsic/extrinsic) these sports and performers may fall into. Learners could research different performers by looking at interviews and discussing what motivates them. Learners can also draw comparisons from different sports such as football and rugby and identify similarities and differences.

Learners could research different personality traits and link these to performers they know. Learners may build a profile of sports that are traditionally played by 'introverts' and sports played by 'extroverts'. Following this, learners could take part in a range of personality tests to identify their own personality type and see how it correlates with the information they have obtained.

Learners could build a definition of stress and anxiety and determine the differences between them. Learners could build a bank of signs and symptoms of stress and anxiety, with the purpose of making it easier to identify when an individual is feeling stressed or anxious. Learners could review footage of different sports, looking at incidents that have taken place and identifying whether they perceive this was due to stress or anxiety. Learners could then look at the effect this had on the performance of an individual, be it positive or negative.

Once learners have developed an understanding of what is meant by the term 'arousal', learners could review the pre-game activities of individuals across a range of sports, the purpose being to look at how the different performers prepare for sports activity.

Learners could then look at the impact of these activities, focusing on the positive and negative aspects of each. For example, in American football, players often get in a huddle and wind each other up before big plays. Sometimes this has a positive impact; however, sometimes this leads to over-arousal and players making mistakes or having less controlled aggression, which may lead to foul play and conflict with officials and opponents.

Learners could discuss the different stages of Tuckman's Theory of Group Development, breaking down what happens at each stage, why they think it happens at that stage and what the reason for this is. Learners could then review what impact this has on sports performance based on research of different sports teams.

Learners could review a sports performance to undertake a psychological skills analysis based on the performance and discuss this in pairs or groups. The learner could then undertake a self-assessment using a strengths, weaknesses, opportunities and threats (SWOT) analysis and complete a performance profile. Following this, learners could use the SWOT analysis and performance profile to develop a training programme.

To embed an understanding of the effects of anxiety/arousal of sports performance, learners could conduct research into 'Drive Theory' and the 'Inverted-U Theory' and summarise key points and draw out comparisons and differences before linking them to sport scenarios and events.

External visits/guest speakers

Sport psychologist guest speakers would enhance the delivery of this learning outcome.

7. Teaching guidance – psychology for sports performance

Useful websites:

- www.believeperform.com/

8. Teaching guidance – sports leadership and sports coaching

It is important that learners are given the opportunity to gain knowledge and understanding of sports leadership through a combination of both class-based and practical-based learning. For example:

- practical session carried out by the teacher that incorporates all styles of leadership and the learners then have the opportunity to lead sessions when possible
- watching videos of leaders and asking the learner to identify the styles, skills and characteristics that have been observed
- learners are given a card that highlights the skill or characteristic that they should exclude when leading a session and the rest of the group then need to identify this missing skill or characteristic
- learners could discuss what factors can affect sports performance and then discuss whether this is a psychological effect or a physiological effect
- learners could perform a skill and then discuss how techniques could be used to improve this skill and learners could do this on themselves and then apply this technique to another learner
- learners could watch videos/clips of top performers being trained and see how these techniques work in different sports

Teacher could ask learners to provide examples of types of leaders. For example:

- prescribed – football manager, rugby head coach
- emergent – prominent players and captains in a football, rugby, or cricket team who influence others by their behaviour, performance and attitude both on and off the field

Learners could choose a specific sport and research a case study of the rules and regulations that sports leaders are responsible for promoting, which should give them a deeper understanding of the responsibilities of a sports leader. Sports leaders with significant on-field roles and responsibilities include:

- cricket captain
- rugby captain

External visits/guest speakers

Learners could benefit from speaking to local sports coaches who can carry out practical sessions.

Useful websites:

- www.bbc.co.uk

9. Teaching guidance – skills classification and performance analysis

Learners could develop knowledge of the effects on sports performance by researching professional performers in given situations and discussing what physical, psychological and external factors have affected the end result.

Learners could also hold discussions about how the end result could be improved next time (for example, by addressing environmental stimuli, or by applying methods of improving sports performance), such as:

- better preparation
- review training plans
- review nutrition plans
- review recovery (for example, rest, ice baths, massage)

Learners could be given examples of skills classifications and examples of sports and be asked to match them up. For example:

- open – are affected by the environment (such as golf swing or tennis serve)
- closed – are not affected by the environment (such as basketball free throw)
- simple – do not require much thought during execution (such as sprinting)
- complex – requires lots of thought and precision (such as a tennis serve)
- self-paced – speed and movement controlled by performer (such as a javelin throw)
- externally paced – requires decision and action (such as in football)
- discrete – requires well defined actions, hitting and throwing (such as in baseball)
- continuous – has no obvious beginning or end (such as cycling, swimming)
- serial – involves 2 or more skills linked to complete action (such as triple jump)
- gross – involves large muscle movements (such as shot putt)
- fine – involving precise movement high levels of skill (such as snooker)
- technical – high levels of technical ability (such as dribbling and shooting in basketball)
- tactical – requires defensive/offensive attacks (such as in football or rugby)

Learners could use sports performance analysis methods to track the performance of other learners during a practical sports activity and then collect data and information around areas for improvement or strengths. As a further challenge, learners could use various methods to benchmark their own performance, or that of a peer, against the data available for professional performers completing the same task or against normative data.

Learners can develop knowledge of tactics through watching videos of set plays completed by a professional team and discuss how the roles of the individual have supported the wider tactics of the team. Learners could conduct individual or team analysis by studying intimidation techniques or by studying weaknesses of opponents which may be exploited during the performance. Learners could also conduct unit assessment (for example, focusing on the defensive unit of a football team).

Learners could perform tactical drills and discuss the potential variations for attacking and defensive set up, which could be video recorded and analysed later.

9. Teaching guidance – skills classification and performance analysis

External visits/guest speakers

Visits from local sports analysists and performance coaches could be beneficial to show how various methods are practically applied in a sporting context.

Useful websites:

- www.optasports.com/sports/
- https://uksportsinstitute.co.uk/service/performance-analysis/

10. Teaching guidance – development and delivery of a sports coaching session

It is important that learners are given the opportunity to gain knowledge and understanding of skill development through a combination of both class-based and practical-based learning. This particular learning outcome would be best suited to practical-based learning. For example:

- practical session carried out by the teacher that includes all sections of the session plan, as well as a range of sports/activities
- random allocation and cards provided with activities for learners to lead sessions

When reviewing their sports skills session, learners could gather feedback from others, such as coaches, other performers and spectators in order to develop future performance. This could be done using questionnaires, holding a focus group feedback session, interviewing individuals or sending out surveys. The session could be filmed in order for the learners to watch the footage to pinpoint the strengths and weaknesses of the session, as well as analysing the performance of the participants.

External visits/guest speakers

Learners could benefit from speaking to local sports coaches who can carry out practical sessions.

Useful websites:

- www.bbc.co.uk/bitesize
- www.sportsleaders.org

Synoptic connections

Synoptic assessment requires learners to combine elements of their learning and show accumulated knowledge and understanding across the qualification content. It enables learners to evidence their capability to integrate and apply knowledge, understanding and skills gained with breadth and depth in context.

It is therefore essential when planning for teaching and throughout delivery that the interdependencies and links build across the content of the qualification and are highlighted and reinforced.

The qualification comprises 10 content areas. All content areas are mandatory and must be taught.

The teaching content does not have to be delivered in a linear way; the content areas are interdependent in knowledge, skills and concepts.

Teachers may take a synoptic approach across the qualification. This will enable learners to be able to apply theories and concepts from across the qualification specification in context to skills-based situations. Through combining content and developing holistic connections, learners will be able to demonstrate and evidence their full knowledge and understanding of the subject area and sport sector.

Learners will have the opportunity to identify relevant study skills and reflect upon their preferred learning style throughout the qualification.

NCFE assessment strategy

Knowledge LOs:

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

Section 3: additional information

School accountability measures (performance points)

This technical award has been developed to meet the criteria set by the Department for Education (DfE) to be included in the key stage 4 performance tables. Each grade has been assigned a points value. Please check the Register of Regulated Qualifications website (register.ofqual.gov.uk) for further information.

Discounting

If a learner is taking a GCSE and a technical award in the same year with the same discount code, such as a GCSE in Physical Education and an NCFE Active IQ Level 1/2 Technical Award in Health and Fitness (603/7007/5), the first entry will count. For more information about discounting and discount codes, please refer to the performance tables guide on the NCFE website.

Discount codes for technical awards can be found on the NCFE website. We advise centres to refer to the discounting and early entry guidance document provided by the DfE. For more information on discounting, please contact the DfE directly.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

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

Where a qualification has an external assessment, this can only be taken up to the last assessment date set by us. No external assessments will be permitted after this date so learners will need to be entered in sufficient time.

Support materials

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

- resource packs containing:
  - schemes of work
  - PowerPoint presentations
  - learner workbooks
- 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 centre's safeguarding policy when developing or selecting delivery materials.

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Version 1.4 November 2026
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