NCFE Active IQ Level 3 Sport and Physical Activity qualifications

Qualification Specification

Version 8.7 November 2026

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Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the NCFE Active IQ Level 3 Sport and Physical Activity qualifications.

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

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

If you advertise these qualifications using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of:

- NCFE Active IQ Level 3 Introductory Certificate in Sport and Physical Activity (601/8877/7)
- NCFE Active IQ Level 3 Certificate in Sport and Physical Activity (601/8878/9)
- NCFE Active IQ Level 3 Diploma (540) in Sport and Physical Activity (601/8881/9)
- NCFE Active IQ Level 3 Diploma (720) in Sport and Physical Activity (601/8882/0)
- NCFE Active IQ Level 3 Extended Diploma in Sport and Physical Activity (601/8883/2).

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Summary of changes

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

Issue	Publication date	Summary of amendments
1.0	September 2016	First publication
3.0	December 2017	Information regarding the new UCAS tariff points published in May 2017.
4.0	April 2018	Additional guidance added to section 4 regarding calculating the overall grade for a unit. NCFE's contact telephone number corrected.
5.0	August 2018	Two new optional units added to the Outdoor Pathway, Leading land-based activities and Leading water based activities. Information on the Data Protection Act removed.
6.0	September 2019	Page 350. Added clarification in relation to achieving a Distinction* overall.
6.1	November 2019	Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 29). Information regarding the aggregation methods and grade thresholds added to Section 4 (page 358). Further information regarding achievement of a grade at unit level added to Section 4 (page 358).
7	July 2020	Information regarding grading descriptors corrected in Section 2 (page 28).
7.1	March 2021	NCFE contact and address information updated.
7.2	April 2021	Eat Well plate changed to Eat Well Guide in Sports nutrition (Y/508/4622), Learning outcome 3.
7.3	May 2021	Personality Theory descriptions amended in Learning outcome 1 of Psychology for sports performance (K/508/4592).
8	August 2021	Two new optional units added to the Working in Sports Coaching pathway: Innovation and enterprise (H/508/4638) Marketing skills for sport and physical activity (L/508/4620).
8.1	September 2021	The delivery and assessment guidance section in LO4 for Skills for water-based outdoor and adventurous activities (K/508/4124) has been amended to reflect water-based sports skills.
8.2	January 2022	Paragraph added regarding external quality assurance for graded qualifications.

Issue	Publication date	Summary of amendments
8.3	June 2022	Information regarding entry guidance added to section 1. Information regarding support handbooks added under support for centres in section 1. Information regarding using the English language for assessment added to section 3 under "how the qualification is assessed" 'Black and minority ethnic groups (BMEs)' replaced with 'people from ethnic minority backgrounds'.
8.4	May 2023	Information regarding placements in the Working in Sport and Leisure pathway has been updated in the Work experience requirements section.
8.5	September 2023	Removed UCAS Tariff points from Section 1, About these qualifications. Added statement referring centres to UCAS website.
8.6	December 2023	Unit summary updated to closely reflect the learning outcomes within the Psychology for sports performance (K/508/4592) unit. Added missing sentence to delivery and assessment guidance for Marketing skills for sport and physical activity (L/508/4620) that now reads 'The learner could also explain segmenting and characterising customers, as well as methods of engaging new customers.'
8.7	November 2026	Qualification title changed. The following updates have been made across multiple units within the Qualification Specification: **Exercise, health and lifestyle (J/508/4583):** • LO1 updated to include **'performance'** • delivery and assessment guidance revised **Preparing for a career in sport and physical activity (D/508/4637):** • LO2 updated to include 'setting personal targets and goals' • LO3 updated to include 'a sports career' • delivery and assessment guidance updated **Principles and practices in outdoor adventure (R/508/4585):** • delivery and assessment guidance updated to reflect improved terminology **Sports coaching (D/508/4122):** • LO1 updated to replace the term **'performer'** with **'athlete'** **Practical individual sports (H/508/4588):**

Issue	Publication date	Summary of amendments

		• LO4 delivery and assessment guidance updated to include information on **recommendations, guidelines, and methods of training**
		
		<u>Assessing risk in sport (F/508/4582)</u>:
		
		• delivery and assessment guidance updated, including an **updated legislation list**
		
		<u>Fitness testing for sport and exercise (H/508/4591)</u>:
		
		• delivery and assessment guidance updated to include:
		  ○ **considerations around validity and reliability of results (gold standard vs practical methods)**
		
		<u>Psychology for sports performance (K/508/4592)</u>:
		
		• delivery and assessment guidance updated to include:
		  ○ **interactional approach** and **situational theory**
		  ○ additional information on **Gill's criteria for aggressive behaviour** and **causes of aggression**
		  ○ new guidance on **interactive and co-active teams**
		
		<u>Current issues in sport (A/508/4595)</u>:
		
		• delivery and assessment guidance updated to include:
		  ○ **Olympic Games**
		  ○ development of **gender in sport**
		  ○ **Sport and Recreation Alliance**
		  ○ **Sportscotland**
		• strategies or initiatives list updated
		
		<u>Sport injuries (J/508/4597)</u>:
		
		• additional guidance added on **psychological responses** to injury
		
		<u>Analysis of sports performance (A/508/4600)</u>:
		
		• LO3 delivery and assessment, additional guidance added
		
		<u>Ethics and values in sport (F/508/4601)</u>:
		
		• LO3 delivery and assessment, additional guidance added
		
		<u>Business in sport (J/508/4602)</u>:
		
		• LO1 updated to include 'a physical activity'
		• delivery and assessment guidance updated to include **achieving key**

Issue	Publication date	Summary of amendments

		performance indicators (KPIs)
		
		<u>Research project in sport and exercise sciences (Y/508/4605)</u>:
		
		• the term **'sport science-based'** added to LO1, LO2, LO3 and LO4 for clarity
		
		<u>Sports nutrition (Y/508/4622)</u>:
		
		• the word **'optimise'** added to LO2.
		• delivery and assessment guidance expanded to include simplified information on:
		  ○ assessing **daily total energy needs** using BMR and PAL
		  ○ methods for calculating calorie intake, such as the **Harris–Benedict Equation**
		  ○ LO4 delivery and assessment guidance updated to include **appropriate BMR equations**
		
		<u>Encouraging active lifestyles (H/508/4624)</u>:
		
		• LO2 delivery and assessment guidance updated to include **additional campaigns**
		
		<u>Coaching special populations (R/508/4635)</u>:
		
		• **safeguarding** added to the delivery and assessment guidance
		• updated information provided on **sports coaching plans** and required **session plan content**

Section 1

Qualification overview

Things you need to know

Introductory Certificate

Qualification number (QN)	**601/8877/7**
Aim reference	60188777
Total Qualification Time (TQT)	210
Guided Learning Hours (GLH)	180
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence.

Certificate

Qualification number (QN)	**601/8878/9**
Aim reference	60188789
Total Qualification Time (TQT)	420
Guided Learning Hours (GLH)	360
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence.

Diploma (540)

Qualification number (QN)	**601/8881/9**
Aim reference	60188819
Total Qualification Time (TQT)	630
Guided Learning Hours (GLH)	540
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence.

Diploma (720)

Qualification number (QN)	**601/8882/0**
Aim reference	60188820
Total Qualification Time (TQT)	840
Guided Learning Hours (GLH)	720
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence.

Extended Diploma

Qualification number (QN)	**601/8883/2**
Aim reference	60188832
Total Qualification Time (TQT)	1260
Guided Learning Hours (GLH)	1080
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence.

Total qualification time (TQT)

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

Total qualification time comprises:

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

About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are 601/8877/7, 601/8878/9, 601/8881/9, 601/8882/0 and 601/8883/2.

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

These qualifications are suitable for use within a Study Programme.

UCAS

Please refer to the UCAS website for further details of points allocation and the most up-to-date information.

Qualification purpose

The qualifications are designed to give learners the skills, knowledge and understanding of the sport and physical activity sector. These qualifications will act as a stepping stone to a range of occupations often through the route of higher education.

The NCFE Active IQ Level 3 Introductory Certificate in Sport and Physical Activity is for learners who wish to gain a brief understanding of the sector and develop general knowledge over a short period of time. This qualification will provide the learner with an introduction to the career opportunities in the sport and physical activity sector.

The NCFE Active IQ Level 3 Certificate in Sport and Physical Activity is for learners who are looking to develop general knowledge and interpersonal skills to support them into higher education when taken as a programme of study.

The NCFE Level 3 Diploma (540) in Sport and Physical Activity is designed as a 1-year, full time course covering the skills, knowledge and understanding to support progression either into employment or onto further study.

The NCFE Active IQ Level 3 Diploma (720) in Sport and Physical Activity is designed as part of a 2 year programme, usually in combination with other qualifications to support the aspirations of the learner. This qualification will also support learners who want to progress into higher education, ultimately leading the learner into employment.

The NCFE Active IQ Level 3 Extended Diploma in Sport and Physical Activity is designed as a full, 2 year programme for learners who wish to develop their skills and knowledge of the sector. This qualification supports learners interested in progressing to higher education.

These qualifications will:

- focus on the study of the sport and physical activity sector
- offer breadth and depth of study, through a choice of 4 specific pathways
- provide opportunities to acquire a number of practical and technical skills.

Qualification objectives

The objectives of these qualifications are to:

- allow learners to gain an in-depth understanding of the sport and physical activity sector
- give learners the opportunity to investigate career opportunities in the sport and physical activity sector
- allow learners to choose content which relates to their own interests, aspirations and progression choices.

Pathways within these qualifications

The following pathways are available for these qualifications:

- Sport and Exercise Science (SES)
- Outdoors (OUT)
- Working in Sport and Leisure (WIS)
- Sports Coaching (COA)

When registering learners for these qualifications, centres should use the NCFE qualification number followed by the relevant pathway code, for example (601/8877/7/SES). As the chosen pathway will appear on the certificate, it is important that tutors make clear to learners the specific option they will be registered against. Centres must carefully consider which option they want to register the learner onto, as the registration fee will be applied to each option.

When claiming the learner's certificate, please use the Ofqual unit reference number (for example J/508/4583) to indicate which units the learners have achieved. The units within these qualifications cross over into the various pathways available and therefore do not follow the standard unit numbering of Unit 01, Unit 02 etc.

Achieving these qualifications

Level 3 Introductory Certificate in Sport and Physical Activity

To be awarded the Level 3 Introductory Certificate in Sport and Physical Activity, learners are required to successfully complete 3 mandatory units depending on their chosen pathway.

Qualification mandatory units

Unit No	Unit title	Graded
J/508/4583	Exercise, health and lifestyle	Yes
D/508/4637	Preparing for a career in sport and physical activity	Yes

Pathway mandatory units

Sport and Exercise Science

Unit No	Unit title	Graded
L/508/4584	Principles of anatomy and physiology	Yes

Outdoors

Unit No	Unit title	Graded
R/508/4585	Principles and practices in outdoor adventure	Yes

Working in Sport and Leisure

Unit No	Unit title	Graded
Y/508/4586	Work experience in sport	Yes

Sports Coaching

Unit No	Unit title	Graded
D/508/4122	Sports coaching	Yes

Pathway 1: Sport and Exercise Science

To be awarded the Level 3 Certificate in Sport and Physical Activity (Sport and Exercise Science), learners are required to successfully complete 3 mandatory units and 3 optional units.

To be awarded the Level 3 Diploma (540) in Sport and Physical Activity (Sport and Exercise Science), learners are required to successfully complete 3 mandatory units and 6 optional units.

To be awarded the Level 3 Diploma (720) in Sport and Physical Activity (Sport and Exercise Science), learners are required to successfully complete 3 mandatory units and 9 optional units.

To be awarded the Level 3 Extended Diploma in Sport and Physical Activity (Sport and Exercise Science), learners are required to successfully complete 3 mandatory units and 15 optional units.

Qualification mandatory units

Unit No	Unit title	Graded
J/508/4583	Exercise, health and lifestyle	Yes
D/508/4637	Preparing for a career in sport and physical activity	Yes

Mandatory units for Pathway 1: Sport and Exercise Science

Unit No	Unit title	Graded
L/508/4584	Principles of anatomy and physiology	Yes

Optional units for Pathway 1: Sport and Exercise Science

Unit No	Unit title	Graded
T/508/4627	Applied exercise physiology	Yes
M/508/4626	Biomechanics	Yes
H/508/4591	Fitness testing for sport and exercise	Yes
F/508/4632	Laboratory and field based experiment methods	Yes
Y/508/4605	Research project in sport and exercise sciences	Yes
K/508/4592	Psychology for sports performance	Yes
K/508/4625	Applied sports psychology	Yes
D/508/4587	Practical team sports	Yes
H/508/4588	Practical individual sports	Yes
K/508/4589	The physiology of fitness	Yes
F/508/4582	Assessing risk in sport	Yes
D/508/4590	Fitness training and programming	Yes
Y/508/4622	Sports nutrition	Yes
M/508/4593	Technical and tactical skills in sport	Yes
T/508/4594	The athlete's lifestyle	Yes
A/508/4595	Current issues in sport	Yes
F/508/4596	Instructing physical activity and exercise	Yes

Unit No	Unit title	Graded
J/508/4597	Sports injuries	Yes
D/508/4122	Sports coaching	Yes
R/508/4599	Leadership in sport	Yes
A/508/4600	Analysis of sports performance	Yes
F/508/4601	Ethics and values in sport	Yes
L/508/4603	Sport and exercise massage	Yes
R/508/4604	Organising sports events	Yes
D/508/4606	Applied strength and conditioning	Yes
D/508/4623	Personal and professional development	Yes
Y/508/4586	Work experience in sport	Yes

Pathway 2: Outdoors

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

To be awarded the Level 3 Diploma (540) in Sport and Physical Activity (Outdoors), learners are required to successfully complete 3 mandatory units and 6 optional units.

To be awarded the Level 3 Diploma (720) in Sport and Physical Activity (Outdoors), learners are required to successfully complete 3 mandatory units and 9 optional units.

To be awarded the Level 3 Extended Diploma in Sport and Physical Activity (Outdoors), learners are required to successfully complete 3 mandatory units and 15 optional units.

Qualification mandatory units

Unit No	Unit title	Graded
J/508/4583	Exercise, health and lifestyle	Yes
D/508/4637	Preparing for a career in sport and physical activity	Yes

Mandatory unit for Pathway 2: Outdoors

Unit No	Unit title	Graded
R/508/4585	Principles and practices in outdoor adventure	Yes

Optional units for Pathway 2: Outdoors

Unit No	Unit title	Graded
H/508/4607	Impact and sustainability in outdoor adventure	Yes
K/508/4608	Alternative pursuits for outdoor adventure	Yes
F/508/4615	Environmental education for outdoor adventure	Yes
J/508/4616	Equipment and facilities for outdoor and adventurous activities	Yes
H/508/4123	Skills for land-based outdoor and adventurous activities	Yes
K/508/4124	Skills for water-based outdoor and adventurous activities	Yes
M/508/4125	Outdoor and adventurous expeditions	Yes
R/508/4621	Managing facilities for sport and physical activity	Yes
F/508/4582	Assessing risk in sport	Yes
R/508/4599	Leadership in sport	Yes
Y/508/4619	Performance management in sport and physical activity businesses	Yes
D/508/4623	Personal and professional development	Yes
J/508/4602	Business in sport	Yes
H/508/4588	Practical individual sports	Yes
R/508/4604	Organising sports events	Yes
D/508/4587	Practical team sports	Yes
L/508/4598	Sport development	Yes
L/508/4584	Principles of anatomy and physiology	Yes

Unit No	Unit title	Graded
K/508/4592	Psychology for sports performance	Yes
A/508/4595	Current issues in sport	Yes
J/508/4597	Sports injuries	Yes
D/508/4122	Sports coaching	Yes
Y/508/4622	Sports nutrition	Yes
F/508/4601	Ethics and values in sport	Yes
L/508/4603	Sport and exercise massage	Yes
Y/508/4586	Work experience in sport	Yes
D/617/1089	Leading land based activities	Yes
R/617/1090	Leading water based activities	Yes

Pathway 3: Working in Sport and Leisure

To be awarded the Level 3 Certificate in Sport and Physical Activity (Working in Sport and Leisure), learners are required to successfully complete 3 mandatory units and 3 optional units.

To be awarded the Level 3 Diploma (540) in Sport and Physical Activity (Working in Sport and Leisure), learners are required to successfully complete 3 mandatory units and 6 optional units.

To be awarded the Level 3 Diploma (720) in Sport and Physical Activity (Working in Sport and Leisure), learners are required to successfully complete 3 mandatory units and 9 optional units.

To be awarded the Level 3 Extended Diploma in Sport and Physical Activity (Working in Sport and Leisure), learners are required to successfully complete 3 mandatory units and 15 optional units.

Qualification mandatory units

Unit No	Unit title	Graded
J/508/4583	Exercise, health and lifestyle	Yes
D/508/4637	Preparing for a career in sport and physical activity	Yes

Mandatory unit for Pathway 3: Working in Sport and Leisure

Unit No	Unit title	Graded
Y/508/4586	Work experience in sport	Yes

Optional units for Pathway 3: Working in Sport and Leisure

Unit No	Unit title	Graded
D/508/4623	Personal and professional development	Yes
Y/508/4619	Performance management in sport and physical activity businesses	Yes
L/508/4620	Marketing skills for sport and physical activity	Yes
R/508/4621	Managing facilities for sport and physical activity	Yes
R/508/4618	Customer service in sport and physical activity	Yes
H/508/4638	Innovation and enterprise	Yes
L/508/4598	Sport development	Yes
D/508/4587	Practical team sports	Yes
H/508/4588	Practical individual sports	Yes
F/508/4582	Assessing risk in sport	Yes
D/508/4590	Fitness training and programming	Yes
H/508/4591	Fitness testing for sport and exercise	Yes
Y/508/4622	Sports nutrition	Yes
K/508/4592	Psychology for sports performance	Yes
A/508/4595	Current issues in sport	Yes
F/508/4596	Instructing physical activity and exercise	Yes
J/508/4597	Sports injuries	Yes

Unit No	Unit title	Graded
D/508/4122	Sports coaching	Yes
R/508/4599	Leadership in sport	Yes
M/508/4125	Outdoor and adventurous expeditions	Yes
A/508/4600	Analysis of sports performance	Yes
F/508/4601	Ethics and values in sport	Yes
J/508/4602	Business in sport	Yes
L/508/4603	Sport and exercise massage	Yes
R/508/4604	Organising sports events	Yes
D/508/4606	Applied strength and conditioning	Yes
L/508/4617	Supporting active healthy lifestyles in the local community	Yes
H/508/4624	Encouraging active lifestyles	Yes

Pathway 4: Sports Coaching

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

To be awarded the Level 3 Diploma (540) in Sport and Physical Activity (Sports Coaching), learners are required to successfully complete 3 mandatory units and 6 optional units.

To be awarded the Level 3 Diploma (720) in Sport and Physical Activity (Sports Coaching), learners are required to successfully complete 3 mandatory units and 9 optional units.

To be awarded the Level 3 Extended Diploma in Sport and Physical Activity (Sports Coaching), learners are required to successfully complete 3 mandatory units and 15 optional units.

Qualification mandatory units

Unit No	Unit title	Graded
J/508/4583	Exercise, health and lifestyle	Yes
D/508/4637	Preparing for a career in sport and physical activity	Yes

Mandatory unit for Pathway 4: Sports Coaching

Unit No	Unit title	Graded
D/508/4122	Sports coaching	Yes

Optional units for Pathway 4: Sports Coaching

Unit No	Unit title	Graded
D/508/4587	Practical team sports	Yes
H/508/4588	Practical individual sports	Yes
R/508/4635	Coaching special populations	Yes
M/508/4593	Technical and tactical skills in sport	Yes
K/508/4592	Psychology for sports performance	Yes
A/508/4600	Analysis of sports performance	Yes
Y/508/4622	Sports nutrition	Yes
H/508/4591	Fitness testing for sport and exercise	Yes
F/508/4582	Assessing risk in sport	Yes
L/508/4584	Principles of anatomy and physiology	Yes
K/508/4589	The physiology of fitness	Yes
D/508/4590	Fitness training and programming	Yes
T/508/4594	The athlete's lifestyle	Yes
A/508/4595	Current issues in sport	Yes
F/508/4596	Instructing physical activity and exercise	Yes
J/508/4597	Sports injuries	Yes
L/508/4598	Sport development	Yes

Unit No	Unit title	Graded
R/508/4599	Leadership in sport	Yes
F/508/4601	Ethics and values in sport	Yes
J/508/4602	Business in sport	Yes
L/508/4603	Sport and exercise massage	Yes
R/508/4604	Organising sports events	Yes
D/508/4606	Applied strength and conditioning	Yes
D/508/4623	Personal and professional development	Yes
Y/508/4619	Performance management in sport and physical activity businesses	Yes
Y/508/4586	Work experience in sport	Yes
H/508/4638	Innovation and enterprise	Yes
L/508/4620	Marketing skills for sport and physical activity	Yes

The learning outcomes for each unit are provided in Section 2 (page 30).

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

To achieve the Level 3 Sport and Physical Activity qualifications, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

These qualifications are graded. For further information about grading and submitting these grades to NCFE, please see Section 4.

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

Essential Skills

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

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

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support Team on 0191 239 8000.

Work experience requirements

Learners taking the Working in Sport and Leisure pathway will be required to undertake a placement/work experience as part of the Work experience in sport unit. Where necessary, this can be carried out in school or college shadowing a teacher or coach, or working with peers (for example, organising coaching sessions with other year groups or children from a local school). There are specific requirements for centres and employers relating to the insurance of learners in the workplace. Further information about insurance can be found at www.abi.org.uk or www.hse.gov.uk.

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

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

Entry guidance

These qualifications are designed for learners aged 16 and over and provide them with the knowledge, skills and understanding required within the sport and physical activity sector. They will also allow learners to gain transferable skills that can be applied to the workplace or further study.

There are no specific recommended prior learning requirements for these qualifications. However, learners may find it helpful if they've already achieved a Level 2 qualification.

Entry 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 these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

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

Progression opportunities

Learners who achieve these qualifications could progress to:

- Level 3 Diploma in Exercise Referral
- Level 3 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings
- Level 3 Diploma in Sport
- Level 3 Diploma in Sports Massage Therapy
- Level 3/Level 4 qualifications in Strength and Conditioning
- Apprenticeship in Personal Training
- outdoor coaching or instructor qualifications
- apprenticeships in various sectors within sport and physical activity
- degree in Sport and Exercise Science
- degree in Outdoor Adventure or Leadership
- degree in Sport and Leisure.

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

Progression to Higher Level Studies

These qualifications aim to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting your points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 3 criteria can require learners to **analyse**, **draw conclusions**, **interpret,** or **justify**, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

Recognition of Prior Learning (RPL)

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

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 https://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.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

Assessors and Internal Quality Assurance

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

Support for learners

Evidence and Grading Tracker

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

Support for centres

There are a number of documents available on the NCFE website that centres might find useful. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or by emailing customersupport@ncfe.org.uk.

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

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

Customer Support team

Our Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can get more information by calling 0191 239 8000 or emailing customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

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

Fees and Pricing

The current fees and pricing guide is available on the NCFE website.

Training and support

We can provide training sessions for assessors and internal quality assurers. Bespoke, subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

NCFE offers a wide range of learning resources to support the delivery of these qualifications. Please check the qualification page on the NCFE website for more information.

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

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of these qualifications. The unit overview includes:

- unit title and number
- unit summary
- Total unit time
- guided learning hours
- level
- whether a unit is graded or not
- whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- grading descriptors
- delivery and assessment (including types of evidence for internal assessment).

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

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

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

Exercise, health and lifestyle (J/508/4583)

Unit summary	In this unit learners will understand the importance of a healthy lifestyle and provide lifestyle improvement strategies to an individual. Learners will investigate the impact of various factors such as exercise, alcohol and diet on a person's lifestyle. Learners will then assess an individual's lifestyle and create a health related physical activity plan.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the importance of exercise and lifestyle in the maintenance of health and performance.

The learner must:

- describe exercise and lifestyle factors that have an effect on health and performance
- give examples of national/local initiatives and guidelines on health promotion
- give examples of national/local statistics in relation to the impact lifestyle factors are having on health and performance.

Grading descriptors:
Pass: Describes current health and performance issues in relation to exercise and lifestyle to include statistics and national/local strategies.
Merit: Describes current health and performance issues in relation to exercise and lifestyle to include statistics and national/local strategies, using specialist language and terms in context.
Distinction: Describes current health and performance issues in relation to exercise and lifestyle to include statistics and national/local strategies, correctly applying specialist language in context.

Exercise, health and lifestyle (J/508/4583) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:

Learners must describe how exercise and lifestyle factors can affect health and performance.
 	
Examples could include:
 	
• exercise:
  ○ physical activity guidelines and/or recommendations
  ○ benefits and the impact of sedentary lifestyles.
 	
• lifestyle:
  ○ alcohol – recommendations, guidelines for consumption and the risks associated with excessive drinking, for example stroke, cirrhosis, hypertension, and depression
  ○ smoking and the associated risk factors, for example coronary heart disease, cancer, lung infections
  ○ stress and the associated health risks factors, for example hypertension, angina, stroke, heart attack, ulcers
  ○ use of drugs (both recreational and prescription) and the associated risks
  ○ diet – recommendations and guidelines and the possible benefits of a healthy diet compared to the effects of poor nutrition
  ○ mental wellbeing
  ○ social background.
 	
Learners must give examples of national/local strategies or initiatives and guidelines which aim to try to address each exercise and lifestyle factor.
 	
Learners must give examples of national/local statistics in relation to the impact lifestyle factors are having on health and performance.

Types of evidence:
Evidence could include: • assignment • report or presentation • statistics • web pages.

Exercise, health and lifestyle (J/508/4583) (cont'd)

Learning outcome 2

The learner will:

Produce and use a questionnaire to assess the lifestyle of a suitable individual.

The learner must:

- produce a lifestyle questionnaire
- use the questionnaire with a suitable individual.

Grading descriptors:
Pass: Questionnaire design will show application of some specialist skills required to assess the lifestyle of a suitable individual.
Merit: Questionnaire design will show the effective application of specialist skills required to assess the lifestyle of a suitable individual.
Distinction: No Distinction available for this learning outcome.
Delivery and Assessment:
Learners must design a lifestyle questionnaire to assess the lifestyle of a suitable individual. Learners must include questions that provide detailed information on factors such as individual personal goals in relation to health, attitudes and motivation for change, medical history, levels of physical activity, alcohol consumption, smoking, stress levels and diet. Learners must use the questionnaire to gather data from a suitable individual. A suitable individual is classified as an individual with unhealthy lifestyle habits. Tutors can provide case studies for learners if needed. The questionnaire must be designed to facilitate the gathering of sufficient and relevant information. Specialist skills refer to the writing of the questions, for example avoidance of leading questions, use of open questions, appropriate use of closed questions, avoidance of hypothetical or double-barrelled questions.
Types of evidence:
Evidence must include: • questionnaire – drafts and completed Evidence could include: • feedback from tutor/participant • report.

Exercise, health and lifestyle (J/508/4583) (cont'd)

Learning outcome 3

The learner will:

Analyse the lifestyle of the selected individual based on the information collected in the lifestyle questionnaire.

The learner must:

- provide lifestyle improvement strategies.

Grading descriptors:
Pass: Makes reasoned conclusions based on the information gathered in the questionnaire and draws up a lifestyle improvement strategy for the individual, which has some links to the questionnaire.
Merit: Makes reasoned and balanced conclusions based on the information gathered in the questionnaire and draws up a lifestyle improvement strategy for the individual, which is clearly linked to the questionnaire.
Distinction: Draws up a comprehensive lifestyle improvement strategy for the individual, which is clearly linked to the questionnaire.
Delivery and Assessment
Learners must analyse the lifestyle of the selected individual. Analysis will include the identification of healthy and unhealthy lifestyle habits in relation to current health recommendations and guidelines. Learners must provide lifestyle improvement strategies for the selected individual. Learners must prioritise recommendations and provide an explanation for the recommended strategies. These changes could include: • ways to increase physical activity levels by walking, stair climbing and cycling • reducing the intake of alcohol by seeking alternatives, attending counselling and therapy, detoxification, self-help groups and alternative treatments and therapies • reducing or stopping smoking by acupuncture, NHS smoking helpline, NHS stop smoking services and nicotine replacement therapy • helping to reduce stress by developing stress management techniques like assertiveness, goal setting, time management, physical activity, positive self-talk, relaxation and breathing • producing a diet plan that supports better timing of food intake, eating more or less of certain foods and food preparation.

Exercise, health and lifestyle (J/508/4583) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence could include: • assignment • report • presentation • responses to questions • audio-visual.

Exercise, health and lifestyle (J/508/4583) (cont'd)

Learning outcome 4

The learner will:

produce a health-related physical activity plan for the selected individual.

The learner must:

- produce a health-related physical activity plan for the selected individual based on the information gathered in learning outcome 3.

Grading descriptors:
Pass: Completes the 6-week training plan referring to the delivery guidance.
Merit: Completes the 6-week plan mostly accurately following the delivery guidance.
Distinction: Completes the 6-week training plan accurately and meets all the requirements of the delivery guidance.
Delivery and Assessment:
Learners must plan a 6-week health-related physical activity plan for the individual, taking into account the information collected in the lifestyle questionnaire. For example, their personal goals, lifestyle, medical history, physical activity history, attitudes and motivation. The plan must: • be tailored to the individual's needs • include appropriate activities for the individual • include specific, measurable, achievable, relevant, and time-bound (SMART) short-, medium- and long-term objectives • include the principles of training (overload, specificity, progression, individual differences, variation and reversibility) • include the frequency, intensity, time and type (FITT) principles. The plan could include practical information for the individual in regards to exercise intensity, for example: • rate of perceived exertion (RPE) • maximum heart rate • maximum heart rate reserve. The learner could provide rationale for the choices and recommendations they have made.

Exercise, health and lifestyle (J/508/4583) (cont'd)

Learning outcome 4 (cont'd)

Types of evidence:
Evidence must include: • 6-week training programme. Evidence could include: • reflective log/journal.

Preparing for a career in sport and physical activity (D/508/4637)

Unit summary	In this unit learners will recognise the employment opportunities and trends in the sport and physical activity sector. They will prepare for a chosen career in the sector before undertaking and reviewing their performance in an interview for a sport and physical activity job.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory
Grading	This unit is graded

Learning outcome 1

The learner will:

Recognise the employment opportunities and trends in the sport and physical activity sector.

The learner must:

- identify employment opportunities in sport and physical activity
- describe the impact of current trends on employment opportunities in sport and physical activity.

Grading descriptors:
Pass: Describes issues of current practice in sport and physical activity employment opportunities and trends.
Merit: Describes issues of current practice in sport and physical activity employment opportunities and trends, using appropriate, specialist language in context.
Distinction: No Distinction for this learning outcome.
Delivery and Assessment:
The learner must produce a careers guide booklet. Within the booklet the learner must select contrasting organisations from the sport and physical activity sector and give an overview of the organisations and the range of jobs available within them. Each organisation chosen should be in a different sector and could include: • sport and exercise science • health and fitness • sports media and marketing • performance and excellence • outdoor and adventurous activities • leisure • playwork • sport, exercise and fitness (or exercise science) • outdoors • leisure operations • sports coaching.

Preparing for a career in sport and physical activity (D/508/4637) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Within the careers guide booklet the learner must identify and describe a range of job roles. The description of the job role must include: • entry requirements • specialist skills • expected salary • progression opportunities • overview of the job roles • key professional organisations • sources of further information. The learner must also identify and describe the impact of current trends on employment opportunities in sport and physical activity. These could include: • rise in obesity • developments in technology • economic developments • funding.
Types of evidence:
Evidence must include: • careers guide booklet. Evidence could include: • presentation • report.

Preparing for a career in sport and physical activity (D/508/4637) (cont'd)

Learning outcome 2

The learner will:

Prepare for a chosen career in the sport and physical activity industry.

The learner must:

- explore their own skills, qualifications, experience and interests to meet the requirements of a chosen progression pathway
- research different aspects of the application process of the chosen pathway
- prepare their application documentation, setting targets and goals that they wish to achieve.

Grading descriptors:
Pass: Process and outcome will show application of some specialist skills in completing a skills audit and application documentation.
Merit: Process and outcome will show the effective application of specialist skills in completing a skills audit and application documentation.
Distinction: Process and outcome will show the consistent effective application of specialist skills in completing a skills audit and application documentation.
Delivery and Assessment:
The learner must produce a skills audit for a chosen career pathway in sport and active leisure; this could include employment, Apprenticeship or higher level studies. The skills audit must include current: • skills and qualities • achievements • qualifications • experience • hobbies/interests. Within the skills audit the learner must then identify the requirements of the career pathway and compare this to their own attributes. The learner must research and identify different aspects of the recruitment process, which may include: • role play • presentations • interview types (group, individual, panel, 1 to 1) • practical demonstration of skills • assessment centres • other considerations, for example language, appearance and presentation. The learner must produce a curriculum vitae (CV) or personal profile and covering letter, or complete an application form for an identified job, ensuring that they are produced to a professional standard for example spelling, grammar, format or presentation.

Preparing for a career in sport and physical activity (D/508/4637) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • skills audit • CV, personal profile or application documentation. Evidence could include: • presentation • audio/visual evidence • peer/tutor feedback • research file.

Preparing for a career in sport and physical activity (D/508/4637) (cont'd)

Learning outcome 3

The learner will:

Participate in an interview for a chosen sport and physical activity pathway.

The learner must:

- prepare for a sports career interview
- participate in a sports career interview.

Grading descriptors:
Pass: Process and outcome will show the application of some specialist skills in preparing for and completing an interview.
Merit: Process and outcome will show the effective application of specialist skills in preparing for and completing an interview.
Distinction: Process and outcome will show the consistent effective application of specialist skills in preparing for and completing an interview.
Delivery and Assessment:
Learners are required to demonstrate effective communication skills in two key areas: verbal and non-verbal communication. In terms of verbal communication, examples could include active listening and asking pertinent questions for clarification. Non-verbal communication examples could include appropriate posture and facial expressions. Additionally, learners must ready themselves for a work-based experience in sports by identifying goals and targets. This preparation must encompass personal development, as well as acquiring skills and knowledge relevant to the position they will assume. The interview can be real or simulated but evidence must be shown of research that has been carried out into the organisation, the role and expectations. Where simulation has been used, an observation record should be included, including verifying performance and signed by both the assessor and the learner. If a real interview has taken place, there should be a letter or other supporting evidence from the interviewer which gives details of the learner's performance during the interview. A list of questions and discussion points should be available to show how the learner has prepared for the interview. The learner should attend the interview (or simulation) in appropriate attire. Where possible, the interview should be recorded as evidence, but also to allow the learner to review their performance objectively.

Preparing for a career in sport and physical activity (D/508/4637) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence must include: • interview preparation • observation record. Evidence could include: • witness observation • presentation • audio-visual evidence.

Preparing for a career in sport and physical activity (D/508/4637) (cont'd)

Learning outcome 4

The learner will:

Evaluate own interview performance for a chosen job in sport and physical activity and produce an action plan for improvement.

The learner must:

- review their preparation for the interview
- review their own performance in the interview
- consider feedback from the interview.

Grading descriptors:
Pass: Draws up an action plan to improve or extend the outcomes, which has some links to the experience of the interview.
Merit: Draws up an action plan to improve or extend the outcome, which is clearly linked to the experience of the interview.
Distinction: Draws up a comprehensive action plan to improve or extend the outcome, clearly linked to the experiences of the interview.
Delivery and Assessment:
Learners must evaluate their performance in the interview process. The evaluation could include: • suitability for the role • presentation • performance • body language • responding to questions • asking questions • punctuality • correct information provided, such as certificates • ability to communicate and work within a team • anticipation of questions • knowledge of organisation, job description, person specification • psychometric test – how well they thought they did. The learner must then produce an action plan based on the factors above which identifies how any improvements can be made.

Preparing for a career in sport and physical activity (D/508/4637) (cont'd)

Learning outcome 4 (cont'd)

Types of evidence:
Evidence must include: • action plan. Evidence could include: • feedback from peers, tutor or interviewer • audio-visual evidence • action plan • written evaluation.

Principles of anatomy and physiology (L/508/4584)

Unit summary	In this unit the learners explore the structure and function of various body systems including the respiratory, cardiovascular, skeletal and energy systems. Learners will examine how these systems respond to different types of exercise.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory within Sport and Exercise Science pathway
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the structure and function of the skeletal system.

The learner must:

- describe the structure and function of the skeletal system
- describe classifications and characteristics of joints
- identify types of synovial joints
- describe types of joint movement.

Grading descriptors:
Pass: Uses information taken from a specialist source to describe the structure and function of the skeletal system in own words.
Merit: Uses information found in different formats from at least 2 specialist sources about the structure and function of the skeletal system and communicates it mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats about the structure and function of the skeletal system and accurately communicates it in own words.
Delivery and Assessment:
Learners must describe the structure of the skeletal system, to include: • bone structure (compact and cancellous) • the axial skeleton and the appendicular skeleton • types of bone (long, short, flat, irregular and sesamoid) • examples of where each type of bone can be located in the skeleton. Learners must be able to locate the major bones of the skeletal system: • cranium, clavicle, ribs, sternum, humerus, radius, ulna, carpals, metacarpals, phalanges, scapula, ilium, pubis, ischium, femur, patella, tibia, fibula, tarsals, metatarsals, vertebral column (cervical, thoracic, lumbar, sacrum, coccyx).

Principles of anatomy and physiology (L/508/4584) (cont'd) Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners must describe the functions of the skeleton, to include: • support, protection • attachment for skeletal muscle • source of blood cell production • store of minerals. Learners must describe the 3 different types of joints found in the skeletal system, to include the location, structure and movement available: • fixed • slightly moveable • synovial/freely moveable. Learners must describe the following types of synovial joints providing examples of where they can be found: • ball and socket • hinge • pivot • gliding • condyloid • saddle. Learners must describe the movement available at each synovial joint, such as flexion/extension, lateral flexion, abduction, adduction, rotation, circumduction, pronation, supination, plantar flexion, dorsiflexion, inversion and eversion. Specialist sources could include sources of anatomy and physiology information which are credible, for example text/reference books, experts in the field and research/evidence-based information. Different formats refer to the use of different ways that anatomy and physiology information may be presented and could include journals or videos.
Types of evidence:
Evidence could include: • workbook • assignment • presentation • worksheets • report.

Principles of anatomy and physiology (L/508/4584) (cont'd)

Learning outcome 2

The learner will:

Understand the structure and function of the muscular system.

The learner must:

- describe the structure and function of the muscular system
- explain types of muscle contraction
- describe different fibre types.

Grading descriptors:
Pass: Uses information taken from a specialist source to describe the structure and function of the muscular system and communicates it in own words.
Merit: Uses information found in different formats from at least 2 specialist sources about the structure and function of the muscular system and communicates it mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats about the structure and function of the muscular system and accurately communicates it in own words.
Delivery and Assessment:
Learners must describe the different muscle types, including: • smooth, cardiac, and skeletal • the characteristics of each muscle type • examples of where each muscle type can be located in the body. Learners must identify the location of the major muscles of the body: • biceps, triceps, deltoids, pectoralis major, rectus abdominis, quadriceps (rectus femoris, vastus laterals, vastus medialis, and vastus intermedius), hamstrings (semimembranosus, semitendinosus, and biceps femoris), gastrocnemius, soleus, tibialis anterior, erector spinae, teres major, trapezius, latissimus dorsi, obliques, and gluteus maximus. Learners must describe the functions of the muscular system, to include: • movement • heat production • muscle contraction.

Principles of anatomy and physiology (L/508/4584) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
Learners must include a description of the sliding filament theory for muscle contraction and make reference to: • Actin • myosin • sarcomere • troponin • tropomyosin • calcium • ions • ATPase. Learners must describe how muscles work in antagonistic pairs and include the role of: • agonists • antagonists • fixators • synergists. Learners must describe the 4 types of contraction: • isometric • concentric • eccentric • isokinetic. Learners must describe the different fibre types: Type 1, Type 2a, Type 2b and include: • the different characteristics of each classification • examples of different sports or actions where these fibres are used. Specialist sources could include sources of anatomy and physiology information which are credible, for example text/reference books, experts in the field and research/evidence-based information. Different formats refer to the use of different ways that anatomy and physiology information may be presented and could include journals or videos.

Principles of anatomy and physiology (L/508/4584) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence could include: • workbook • assignment • presentation • worksheets • report.

Principles of anatomy and physiology (L/508/4584) (cont'd)

Learning outcome 3

The learner will:

Understand the structure and function of the cardiovascular system.

The learner must:

- describe the structure and function of the cardiovascular system.

Grading descriptors:
Pass: Uses information taken from a specialist source to describe the structure and function of the cardiovascular system in own words.
Merit: Uses information found in different formats from at least 2 specialist sources about the structure and function of the cardiovascular system and communicates it mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats about the structure and function of the cardiovascular system and accurately communicates it in own words.
Delivery and Assessment:
Learners must describe the structure of the cardiovascular system, to include: • atria, ventricles, bicuspid valve, tricuspid valve, aortic valve, pulmonary valve, aorta, vena cava – superior and inferior, pulmonary vein, pulmonary artery. Learners must also describe the characteristics of different blood vessels: • arteries • arterioles • capillaries • veins • venules. Learners must describe the functions of the cardiovascular system, to include: • delivery of oxygen and nutrients • removal of waste products • thermoregulation (vasodilation and vasoconstriction of vessels) • the function of blood (oxygen transport, clotting, fighting infection). Specialist sources could include sources of anatomy and physiology information which are credible, for example text/reference books, experts in the field and research/evidence-based information. Different formats refer to the use of different ways that anatomy and physiology information may be presented which could include journals or videos.

Principles of anatomy and physiology (L/508/4584) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence could include: • workbook • assignment • presentation • report.

Principles of anatomy and physiology (L/508/4584) (cont'd)

Learning outcome 4

The learner will:

Understand the structure and function of the respiratory system.

The learner must:

- describe the structure and function of the respiratory system.

Grading descriptors:
Pass: Uses information taken from a specialist source to describe the structure and function of the respiratory system and communicates it in own words.
Merit: Uses information found in different formats from at least 2 specialist sources about the structure and function of the respiratory system and communicates it mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats about the structure and function of the respiratory system and accurately communicates it in own words.
Delivery and Assessment:
Learners must describe the structures of the respiratory system, to include: • nasal cavity • epiglottis • pharynx • larynx • trachea • bronchus • bronchioles • lungs (lobes, pleural membrane, thoracic cavity visceral pleura, pleural fluid, and alveoli) • diaphragm • intercostal muscles (external and internal). Learners must describe the functions of the respiratory system, to include: • gaseous exchange • mechanisms of breathing in relation to inspiration and expiration • lung volumes (tidal volume) • vital capacity • residual volume • control of breathing (neural and chemical). Specialist sources could include sources of anatomy and physiology information which are credible, for example text/reference books, experts in the field and research/evidence-based information. Different formats refer to the use of different ways that anatomy and physiology information may be presented which could include journals or videos.

Principles of anatomy and physiology (L/508/4584) (cont'd)

Learning outcome 4 (cont'd)

Types of evidence:
Evidence could include: • workbook • assignment • presentation • worksheets • report.

Principles of anatomy and physiology (L/508/4584) (cont'd)

Learning outcome 5

The learner will:

Understand the different types of energy systems.

The learner must:

- describe the different types of energy systems
- explain their use in sport and exercise activities.

Grading descriptors:
Pass: Uses information taken from a specialist source to describe the different energy systems and communicates it in own words.
Merit: Uses information found in different formats from at least 2 specialist sources about the different energy systems and communicates it mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats about the different energy systems and accurately communicates it in own words.
Delivery and Assessment:
Learners must describe the different energy systems and their use in sport and exercise activities. The energy systems that must be covered are: • aerobic • lactic acid • phosphocreatine. For each energy system learners must include: • the fuels used • the amount of adenosine triphosphate (ATP) produced • by-products and recovery time. Learners must also describe how the energy systems work together to provide a continuous supply of energy during exercise. Specialist sources could include sources of anatomy and physiology information which are credible, for example text/reference books, experts in the field and research/evidence-based information. Different formats refer to the use of different ways that anatomy and physiology information may be presented which could include journals or videos.
Types of evidence:
Evidence could include: • workbook • assignment • presentation • report.

Principles and practices in outdoor adventure (R/508/4585)

Unit summary	In this unit, learners will examine the key factors which have led to the development of outdoor adventure and identify the possible benefits, both general and for personal development, provided by participation. Learners will research a range of outdoor adventure activities and will describe key concepts of good practice to be used.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory within Outdoors pathway
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand key factors in the development of outdoor adventure.

The learner must:

- know the influence of different factors on the development of outdoor adventure.

Grading descriptors:
Pass: Uses information from a specialist source to communicate in own words the influence a range of factors has on the development of outdoor adventure.
Merit: Uses information found in different formats from at least 2 specialist sources to communicate, mostly accurately, in own words the influence a range of factors has on the development of outdoor adventure.
Distinction: No Distinction for this learning outcome.
Delivery and Assessment:
Learners must describe the influence of a range of different factors on the development of outdoor adventure, for example: • social • exploration and expeditions motivated by political or economic reasons • evolution of middle-class, mass-leisure phenomenon • growth of outdoor adventure • health and safety legislation • accessibility to activities • demand for greater choice within society • expansion of facilities and equipment • need to counter issues (obesity, social inclusion, community cohesion) • fashion/trends.

Principles and practices in outdoor adventure (R/508/4585) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners must describe how developments within the outdoor industry, have been, or could be influenced by individuals such as: • Baden Powell • Kurt Hahn • modern explorers such as Bear Grylls and Ray Mears and organisations or movements such as: • The Scout Association • Girlguiding • Outward Bound • Duke of Edinburgh's Award scheme • Local Education Authority (LEA) provision.
Types of evidence:
Evidence could include: • professional discussion • case studies • media reports • report • presentation.

Principles and practices in outdoor adventure (R/508/4585) (cont'd)

Learning outcome 2

The learner will:

Understand the benefits of participation in outdoor adventure.

The learner must:

- explain the possible benefits of participation in outdoor adventure.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words.
Merit: Uses information found in different formats from at least 2 specialist sources and communicates it, mostly accurately, in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources in different formats, and accurately communicates it in own words.
Delivery and Assessment:
Learners must describe 4 general benefits of participation in outdoor adventure, for example: • experiential learning • trust building • risk taking • group development • team building • the wilderness experience • problem solving • the novel outdoor or social environment • skills learning • empowerment • environmental awareness. Learners must describe a range of personal benefits from participating, for example: • personal development (mental, physical, emotional) • develop personal decision-making skills • developing relationships with peers, other social classes, and age groups • self-confidence • enhance self-esteem through personal achievement • promoting self-expression • develop team-working skills through different activities • understanding others • recognising achievement • constructive use of leisure time • personal experience of the outdoors.

Principles and practices in outdoor adventure (R/508/4585) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence could include: • case studies • brochure or leaflet • poster • web pages • report • presentation • report.

Principles and practices in outdoor adventure (R/508/4585) (cont'd)

Learning outcome 3

The learner will:

Understand activities delivered in outdoor adventure.

The learner must:

- know about the delivery of a range of different activities in outdoor adventure.

Grading descriptors:
Pass: Uses information from a specialist source and communicates in own words the delivery methods for a range of outdoor activities.
Merit: Uses information found in different formats from at least 2 specialist sources and mostly accurately communicates in own words the delivery methods for a range of outdoor activities.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates in own words the delivery methods for a range of outdoor activities.
Delivery and Assessment:
Learners must describe the delivery of a range of different activities in outdoor adventure, for example: • problem-solving activities • camping • nature activities • rope-course activities • sailing • climbing • mountain walking • caving • canoeing • windsurfing. Learners must describe different delivery considerations for the outdoor adventure activities, for example: • health and safety • group numbers/experience/abilities • contingencies • leader qualifications. Learners could describe activity specific requirements, for example: • health and safety - checking ropes and knots • group abilities - suitable climbs • contingencies - wet weather traversing • leader qualifications - experience in relation to climb chosen.

Principles and practices in outdoor adventure (R/508/4585) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence could include: • brochure • leaflet • web pages • case studies • professional discussion • report • presentation.

Principles and practices in outdoor adventure (R/508/4585) (cont'd)

Learning outcome 4

The learner will:

Recognise good practice in delivering outdoor adventure.

The learner must:

- describe different key concepts of good practice in outdoor adventure
- explain the reasons why good practice is important in outdoor adventure
- describe the methods used to promote good practice in outdoor adventure.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words.
Merit: Uses information found in different formats from at least 2 specialist sources and communicates it, mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates it in own words.
Delivery and Assessment:
Learners must describe a range of different key concepts of good practice in outdoor adventure, which could include: • caring leadership • appropriate leadership • challenge by choice • inclusion • equal opportunities • management of risk (psychological, physical) • environmental awareness • appropriate activities for accessibility. Learners must also describe different reasons why good practice is important in outdoor adventure, for example: • safe working environment • free from unnecessary hazards and risks • caring environment in which clients learn and develop • good customer care, to ensure returning customers • good marketing tool • professional image.

Principles and practices in outdoor adventure (R/508/4585) (cont'd)

Learning outcome 4 (cont'd)

Delivery and Assessment:
Learners must describe different methods used to promote good practice in outdoor adventure, for example: • quality assurance procedures from internal and external organisations • health and safety protocols • staff development and continuing professional development (CPD) relating to national governing body (NGB) coaching programmes • effective operating procedures • professional conduct • emergency procedures • induction and follow-up procedures.
Types of evidence:
Evidence could include: • case studies • web pages • leaflet or brochure • report • presentation.

Work experience in sport (Y/508/4586)

Unit summary	In this unit learners will understand work-based opportunities in sport and they will develop their own skills by undertaking and reviewing a work-based experience.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory within Working in Sport and Leisure pathway
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand work-based opportunities in sport.

The learner must:

- describe opportunities for appropriate work-based experience in sport.

Grading descriptors:
Pass: Supports all points providing some sophisticated examples.
Merit: Supports all points providing some sophisticated examples and some appropriate comparisons across different sectors/opportunities.
Distinction: Supports all points providing sophisticated examples and appropriate comparisons across different sectors/opportunities.
Delivery and Assessment:
Learners must describe realistic opportunities for appropriate work-based experience in sport. Learners could look at a range of opportunities across different sectors, for example public sector, private sector, voluntary sector, and partnerships. These opportunities should relate to their possible future career pathway and should inform their subsequent application for work based experience in LO2. Learners must research different work experience opportunities and identify some less obvious examples. Learners could make comparisons between different sectors/opportunities.
Types of evidence:
Evidence could include: • assignment • report • research files • web pages.

Work experience in sport (Y/508/4586) (cont'd)

Learning outcome 2

The learner will:

Apply for a work-based experience in sport.

The learner must:

- identify an appropriate work-based experience in sport and complete the application process
- use interview skills as an interviewee
- prepare for a work-based experience in sport, setting targets and goals that they wish to achieve.

Grading descriptors:
Pass: Completes the application and interview process following organisation's requirements and to meet expected standards.
Merit: Completes the application and interview process mostly accurately, following organisation's requirements and to meet expected standards.
Distinction: Completes the application and interview process accurately, following organisation's requirements and to meet expected standards.
Delivery and Assessment:
Learners must select a work-based experience in sport. They must research the organisation, position and placement to include essential and desirable criteria required for the role. Learners must prepare any required application documentation, for example CV, personal profile, covering letter, complete the application process and interview for the selected placement. Learners must participate in a preparatory interview with their tutor, following expected standards, for example appearance, dress. Learners must use effective communication skills, including: • verbal communication: active listening, seeking clarification and asking relevant questions • non-verbal communication: positive use of body language, facial expressions and posture. Learners must prepare for a work-based experience in sport by identifying the goals and targets. This may be in terms of personal development, skills and knowledge and should be in relation to the position they are going to undertake. Learners must also set targets relating to their qualification study, for example acquisition of knowledge and opportunity to gather supplementary evidence. Goals and targets must be SMART (Specific, Measurable, Attainable, Realistic and Time bound).

Work experience in sport (Y/508/4586) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
The tutor is required to complete an observation, supported with evidence (for example, observation checklist to record the learner's performance). Expected standards could refer to organisation protocol, expected standards, criteria, person specification and interview skills. Mostly accurately could refer to the learner making some links of how their experience, skills and knowledge are relevant to the position. Application process is relevant to the positions/role and essential/desirable criteria. Spelling and grammar are mostly accurate.
Types of evidence:
Evidence could include: • completed application form and/or CV or personal profile • observation report • role play • report • application letter.

Work experience in sport (Y/508/4586) (cont'd)

Learning outcome 3

The learner will:

Undertake a work-based experience in sport.

The learner must:

- undertake a selected work-based experience in sport
- maintain a record of activities and achievements during the work-based experience in sport.

Grading descriptors:
Pass: The activities and achievements will show application of some specialist skills in completing the work-based experience.
Merit: The activities and achievements will show the effective application of some specialist skills in completing the work-based experience.
Distinction: No Distinction for this learning outcome.
Delivery and Assessment:
Learners must undertake a selected work-based experience in sport. Learners must carry out the agreed activities of the work placement and must consider the following (including but not limited to): • relevant codes of practice • customer care • health and safety • legislation • regulation • equal opportunities • quality assurance • specific skills. Learners must maintain records of activities and achievements during the work-based experience in sport. Records must include a diary of: • daily activities • achievement of targets and goals (personal, organisational, relating to qualification/study) • strengths • areas for improvement • problems incurred • actions taken.

Work experience in sport (Y/508/4586) (cont'd)

Learning outcome 3 (cont'd)

Delivery and Assessment:
Centres can produce an employer feedback form to capture evidence as to how the learner has performed, to include factors such as: • punctuality • attendance • presentation • communication • work ethics • skills • ability to work to set rules and regulations • overall comments.
Types of evidence:
Evidence could include: • learner diary or report • employer or tutor feedback • video • photographic • peer feedback.

Work experience in sport (Y/508/4586) (cont'd)

Learning outcome 4

The learner will:

Review the work-based experience in sport.

The learner must:

- review the work-based experience in sport, identifying strengths and areas for improvement.

Grading descriptors:
Pass: Makes reasoned conclusions based on activities, achievements, and review of work-based experience.
Merit: Makes reasoned and balanced conclusions based on activities, achievements, and review of work-based experience.
Distinction: Makes well-reasoned and balanced conclusions which inform future developments, based on activities, achievements, and review of work-based experience.
Delivery and Assessment:
Learners must present evidence of activities and achievements during the work-based experience in sport for example diaries, reports, feedback from employer and/or tutor. Learners must review the work-based experience in sport and will describe their strengths and areas for improvement. They will also identify the progress made towards achieving their targets and goals. Learners must base their review on the activities and achievements to include all feedback received on the work-based experience.
Types of evidence:
Evidence could include: • diary • feedback • presentation • report.

Sports coaching (D/508/4122)

Unit summary	This unit aims to give learners the opportunity to develop their knowledge and skills required for coaching and allows them to plan and deliver effective coaching sessions.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory within Sports Coaching pathway
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the process of learning and transferring information.

The learner must:

- explain how people learn new skills and develop attributes
- describe the methods of transferring information from coach to athlete.

Grading descriptors:
Pass: Describes learning styles and how people process information.
Merit: Describes learning styles and how people process information using appropriate specialist language and sport specific examples.
Distinction: Describes learning styles and how people process information correctly, applying specialist language using a range of sport specific examples.
Delivery and Assessment:

Learners must produce a report to explain:
 	
• the way in which people may learn:
  ○ visual, aural (or auditory), read/write, kinaesthetic (VARK, created by Neil Fleming)
  ○ Kolb Learning Cycle
  ○ Honey and Mumford Learning Styles/Preferences
• the effects of environments for coaching and learning
• information processing, such as short-term sensory store, short-term and long-term memory stores
• long-term athlete development (LTAD) models, for example National Governing Body (NGB) models, such as the Lawn Tennis Association (LTA).
 	
Learners must research case studies of practical examples where a coach has successfully transferred knowledge, skills, and techniques to performers.
 	
Learners could take part in role plays, simulation, or scenarios to reinforce transfer and processing of new information.

Types of evidence:
Evidence could include: • report • case studies • presentation.

Sports coaching (D/508/4122) (cont'd)

Learning outcome 2

The learner will:

Understand skills, knowledge and qualities that coaches require to enhance athlete performance.

The learner must:

- understand the skills and knowledge coaches need to develop and improve on an athlete's performance
- describe the qualities of an effective coach
- describe how coaches apply best practice and reflection.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information, supporting all points with some sophisticated examples.
Merit: Makes reasoned and balanced conclusions based on the information, supporting all points with some sophisticated examples and some appropriate comparisons.
Distinction: Makes well-reasoned and balanced conclusions which inform future developments, supporting all points with sophisticated examples and appropriate comparisons.
Delivery and Assessment:
Learners must produce a case study highlighting and describing the importance of coaches having skills and qualities such as: • communication (verbal and non-verbal) • rapport • diplomacy • motivation • time-keeping • organisation and administration • personal qualities • professionalism • being a role model • empathy • approachability • enthusiasm • confidence • self-reflection • self-analysis • problem solving • willingness to undertake continuing professional development (CPD) in coaching.

Sports coaching (D/508/4122) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
The case study must demonstrate the importance of sports specific knowledge and skills: • technical and tactical performance models in selected sports (learner specialisms) • other specific sport knowledge requirements such as rules • appropriate drills/practices • techniques • differentiation • conditional adaptations • progression. Learners must describe different techniques that are used by coaches to improve the performance of athletes. They must describe what these techniques are and how they can be used effectively to improve performance. The techniques could include: • observation analysis • performance profiling • fitness assessment • goal setting • simulation • effective demonstration • technical instruction • developing performer coaching diaries • adapting practices to meet individual needs • designing effective practice sessions.
Types of evidence:
Evidence must include: • case study. Evidence could include: • assignment • report • presentation • professional discussion.

Sports coaching (D/508/4122) (cont'd)

Learning outcome 3

The learner will:

Produce and deliver a coaching session for athlete development.

The learner must:

- identify planning considerations
- produce a plan for a sports coaching session
- deliver a sports coaching session.

Grading descriptors:
Pass: The planning and delivery of the coaching session will show application of some specialist skills.
Merit: The planning and delivery of the coaching session will show the effective application of specialist skills.
Distinction: The planning and delivery of the coaching session will show the consistent effective application of specialist skills.
Delivery and Assessment:
Learners must identify planning considerations prior to preparing sessions, for example: • athlete and/or group demographic: numbers, age, gender, ability, special needs, targets, facilities • resource needs: human, physical, environmental • health and safety requirements and considerations, risk assessing, emergency procedures and contingencies. Learners must produce a sports coaching session plan. The session plan must have/be: • clear aims and objectives • timings • equipment • technical development • application of development • game or performance related. The plan must be structured so that it follows National Governing Bodies' guidelines including warm-up, main body and cool down.

Sports Coaching (D/508/4122) (cont'd)

Learning outcome 3 (cont'd)

Delivery and Assessment:
Technical development could include: • stage of competition cycle • linking activities • chaining • technical introduction • demonstration • whole-part-whole methods • technical correction • advancements • adding-in conditions • opposed versus unopposed. The learners must then use the plan to deliver a minimum of a 20-minute training session. When delivering the session, learners must display the skills of a coach, knowledge (technical and tactical), good practice, clear adherence to health and safety and some analysis of performance and appropriate performer feedback. The tutor must observe the learners coaching their peers or another suitable group. The assessor must ensure that they have evidence to support the assessment process, for example video.
Types of evidence:
Evidence could include: • session plan • learner observation • video • tutor, peer, or participant feedback.

Sports coaching (D/508/4122) (cont'd)

Learning outcome 4

The learner will:

Review the sports coaching session.

The learner must:

- review their own sports coaching performance
- explore the impact sports coaching has had on participants' performance.

Grading descriptors:
Pass: Describes the effectiveness of the planning and delivery and links these to the success or otherwise of the overall outcome.
Merit: Describes the effectiveness of the planning and delivery and justifies their use.
Distinction: Describes the effectiveness of the planning and delivery, justifies their use, and suggests improvements.
Delivery and Assessment:
Within the review learners must: • review the planning and delivery of the sports coaching session • identify the strengths of the coaching session • identify areas for improvement • identify if the aims and objectives of the coaching session were completed • provide an analysis of the effects of the coaching on the performance of participants • use feedback from participants, observers, peers, assessors. The review could include the identification of improvements or future themes, such as how you would progress future coaching sessions. For example, if you covered a free throw in this session, the next session may focus on free throw under pressure, which is part of a wider coaching plan.
Types of evidence:
Evidence could include: • report.

Practical team sports (D/508/4587)

Unit summary	This unit allows learners to participate in contrasting team sports and explore the sports skills, tactics, rules and regulations, including team formations and phases of play. In the second part of the unit learners will develop, practice and refine these skills and tactics in their selected team sports. Learners will also analyse their own performance and that of others, identifying strengths and areas for improvement, including development of improvement strategies.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the skills, techniques and tactics required in contrasting team sports.

The learner must:

- describe the skills, techniques and tactics required in 2 contrasting team sports.

Grading descriptors:
Pass: Uses information about a range of skills, techniques and tactics from a specialist source for each sport and communicates it in own words.
Merit: Uses information about a range of skills, techniques and tactics found in different formats from at least 2 specialist sources for each sport and communicates it mostly accurately in own words.
Distinction: Uses information appropriately about a range of skills, techniques and tactics taken from a wide range of specialist sources in different formats for each sport and accurately communicates it into own words, using examples.

Practical team sports (D/508/4587) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners must describe a range of skills, techniques and tactics required in 2 contrasting team sports, for example: • football • basketball • cricket • hockey • netball • rugby union • rugby league • rounders • volleyball • lacrosse • adapted team sports • wheelchair rugby • wheelchair basketball • goalball. It is expected that learners will choose sports that they excel in or in which they have a particular interest, however the sports chosen will also depend on the facilities and resources available. For each chosen sport, learners must describe the skills and techniques that are used, for example: • passing • throwing • receiving • catching • shooting • movement • turning • intercepting • tackling • footwork • marking • dodging • creating space.

Practical team sports (D/508/4587) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners must also describe the tactics that could be used within the chosen sports, for example: • offence/attacking • defence • set plays • team formations • movement • communication • phases of play. The skills, techniques and tactics will depend on the sports that have been chosen. Examples of specialist sources could be professional bodies and/or governing agencies/bodies. Different formats could refer to the use of different ways that skills, techniques, and tactics may be presented, for example videos or written sources.
Types of evidence:
Evidence could include: • presentation • report • research file • web pages.

Practical team sports (D/508/4587) (cont'd)

Learning outcome 2

The learner will:

Understand the rules and regulations of 2 contrasting team sports.

The learner must:

- describe the rules and regulations of 2 contrasting team sports
- apply them to different situations.

Grading descriptors:
Pass: Uses information about rules and regulations from a specialist source and applies them to different situations for each sport and communicates it in own words.
Merit: Uses information about rules and regulations found in different formats from at least 2 specialist sources and applies them to different situations for each sport and communicates it mostly accurately in own words.
Distinction: Uses information appropriately about rules and regulations taken from a wide range of specialist sources in different formats and applies them to different situations for each sport and accurately communicates it in own words.
Delivery and Assessment:
Learners must describe a range of rules or laws (produced by the governing body for each team sport, unwritten rules and/or etiquette specific). Learners must describe a range of regulations for each sport, relating to significant examples such as: • players • officials • spectators • facilities • equipment • playing surface • scoring system • health and safety • child protection • insurance or administration.

Practical team sports (D/508/4587) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
Learners must then relate these rules and regulations to different situations for each of their chosen sports. Learners must describe these situations and explain how the rules or regulations are applied, for example: • player in illegal position • player injured • ball out of play • illegal challenge • goal scored • start of play. Case studies could be used. Examples of specialist sources could be professional bodies and/or governing agencies/bodies. Different formats could refer to the use of different ways that skills, techniques, and tactics may be presented, for example videos or written sources.
Types of evidence:
Evidence could include: • presentation • report • videos • web pages • case studies.

Practical team sports (D/508/4587) (cont'd)

Learning outcome 3

The learner will:

Apply the skills, techniques and tactics used in 2 contrasting team sports.

The learner must:

- demonstrate appropriate skills, techniques, and tactics in 2 contrasting team sports.

Grading descriptors:
Pass: Consistently and effectively demonstrates appropriate skills, techniques, and tactics in 2 contrasting team sports.
Merit: No Merit for this learning outcome.
Distinction: No Distinction for this learning outcome.
Delivery and Assessment:
Learners must demonstrate skills, techniques and tactics used at appropriate times in 2 contrasting team sports. Assessors must complete an observation report which could be supported by evidence such as audio or visual.
Types of evidence:
Evidence could include: • observation report • video • audio-visual.

Practical team sports (D/508/4587) (cont'd)

Learning outcome 4

The learner will:

Evaluate their own performance in one of their selected team sports.

The learner must:

- review own performance in one of their selected team sports
- suggest strengths and areas for development.

Grading descriptors:
Pass: Draws up an action plan to improve performance, which has some links to the performance analysis.
Merit: Draws up an action plan to improve performance, which is clearly linked to the performance analysis.
Distinction: Draws up a comprehensive action plan to improve performance with clear justification as to how it will improve performance.
Delivery and Assessment:
Learners must undertake a self-analysis of performance in 1 of their selected team sports, using a minimum of 2 different methods of assessment, identifying strengths and areas for improvement. The learner could use objective performance data, subjective observations, and technology, for example: • Dartfish • Coach's Eye • mobile apps • strengths, weakness, opportunities, threats (SWOT) analysis • testing • interviews • performance profiling. Following the self-assessment, learners must identify their strengths and areas for improvement and produce a development plan. The development plan must include specific, measurable, achievable, relevant, and time-bound (SMART) targets. The development plan must also provide information on how they could develop within the sport for example training, courses, qualifications. The learner could produce a SWOT analysis.

Types of evidence:
Evidence could include: • self-analysis of performance • action plan • reflective account • video • photographs • witness statement • SWOT analysis.

Practical team sports (D/508/4587) (cont'd)

Learning outcome 5

The learner will:

Evaluate the performance of an individual in one of their selected team sports.

The learner must:

- analyse the performance of an individual in one of their selected team sports
- suggest strengths and areas for development.

Grading descriptors:
Pass: Identifies correctly the most/least important strengths and weaknesses and provides some evidence to justify the choice.
Merit: Identifies correctly the most/least important strengths and weaknesses and provides detailed evidence to justify the choice.
Distinction: Describes the relative impact of the strengths and weaknesses.
Delivery and Assessment:
Learners must undertake a performance analysis of an individual in 1 of their selected team sports (different to LO4), using a minimum of 2 different methods of assessment, identifying strengths and areas for improvement in the development. The learner could use objective performance data, subjective observations and use of technology, for example: • Dartfish • Coach's Eye • mobile apps • SWOT analysis • testing • interviews • performance profiling. Following the analysis, learners must identify the individual's strengths and areas for improvement, which could include how the individual could develop within the sport, for example training, courses, qualifications.
Types of evidence:
Evidence could include: • performance analysis • report • observation report • professional discussion • SWOT analysis.

Practical individual sports (H/508/4588)

Unit summary	This unit allows learners to participate in individual sports. Learners will explore the sports' skills, tactics, rules, and regulations. In the second part of the unit learners will develop, practice, and refine these skills and tactics in their selected sport. Learners will also analyse their own performance and that of others, identifying strengths and areas for improvement, including development of improvement strategies.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the skills, techniques and tactics required in contrasting individual sports.

The learner must:

- describe skills, techniques and tactics required in 2 contrasting individual sports.

Grading descriptors:
Pass: Uses information about a range of skills, techniques, and tactics from a specialist source for each sport and communicates it in own words.
Merit: Uses information about a range of skills, techniques and tactics found in different formats from at least 2 specialist sources for each sport and communicates it mostly accurately in own words.
Distinction: Uses information about a range of skills, techniques and tactics appropriately taken from a wide range of specialist sources, in different formats for each sport, and accurately communicates it in own words.
Delivery and Assessment:
Learners must describe a range of skills, techniques and tactics required in 2 contrasting individual sports, for example: • cross-country • golf • gymnastics • judo • archery • cycling • swimming • trampolining • badminton • tennis • squash • table tennis • boccia • wheelchair tennis.

Practical individual sports (H/508/4588) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
It is expected that learners will choose sports that they excel in or in which they have a particular interest; however the sports chosen will also depend on the facilities and resources available. For each chosen sport, learners must describe the skills and techniques that are used, for example: • take-off • landing • grip • swing • throwing execution • attacking/defensive shots • serves • throwing • receiving • catching • turning • intercepting • footwork • dodging • creating space. Learners must also describe the tactics that could be used within the chosen sports, for example: • offence/attacking • defence • movement • communication • phases of play. Examples of specialist sources could be professional bodies and/or governing agencies/bodies. Different formats could refer to the use of different ways that skills, techniques, and tactics may be presented, for example videos or written.
Types of evidence:
Evidence could include: • presentation • report • web pages • diagrams.

Practical individual sports (H/508/4588) (cont'd)

Learning outcome 2

The learner will:

Understand the rules and regulations of 2 contrasting individual sports.

The learner must:

- describe the rules and regulations of 2 contrasting individual sports
- apply them to different situations.

Grading descriptors:
Pass: Uses information about rules and regulations from a specialist source and applies them to different situations for each sport and communicates it in own words.
Merit: Uses information about rules and regulations found in different formats from at least 2 specialist sources and applies them to different situations for each sport and communicates it mostly accurately in own words.
Distinction: Uses information appropriately about rules and regulations taken from a wide range of specialist sources in different formats and applies them to different situations for each sport and accurately communicates it in own words.
Delivery and Assessment:
Learners must describe a range of rules or laws (produced by the governing body for each individual sport; unwritten rules and/or etiquette specific). Learners must describe a range of regulations for each sport, relating to significant examples such as: • players • officials • spectators • facilities • equipment • playing surface • scoring system • health and safety • child protection • insurance • administration.

Practical individual sports (H/508/4588) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
Learners must then relate these rules and regulations to different situations for each of their chosen sports. Learners must describe these situations and explain how the rules or regulations are applied, for example: • a foot fault in tennis • out of bounds in golf • grounding a club in a hazard • touching the mat in trampolining • false start. Examples of specialist sources could be professional bodies and/or governing agencies/bodies. Different formats could refer to the use of different ways that skills, techniques, and tactics may be presented, for example videos or written sources.
Types of evidence:
Evidence could include: • learner report • professional discussion • presentation • web pages • research file.

Practical individual sports (H/508/4588) (cont'd)

Learning outcome 3

The learner will:

Apply the skills, techniques and tactics used in 2 contrasting individual sports.

The learner must:

- demonstrate appropriate skills, techniques, and tactics in 2 contrasting individual sports.

Grading descriptors:
Pass: Consistently and effectively demonstrates appropriate skills, techniques, and tactics in 2 contrasting individual sports.
Merit: No Merit for this learning outcome.
Distinction: No Distinction for this learning outcome.
Delivery and Assessment:
Learners must demonstrate the skills, techniques and tactics used at appropriate times in 2 contrasting individual sports. Assessors must complete an observation report which could be supported by evidence such as audio or visual.
Types of evidence:
Evidence could include: • observation report • video • photographic.

Practical individual sports (H/508/4588) (cont'd)

Learning outcome 4

The learner will:

Evaluate their own performance in one of their selected individual sports.

The learner must:

- analyse own performance in one of their selected individual sports
- suggest strengths and areas for development.

Grading descriptors:
Pass: Draws up an action plan to improve performance which has some links to the performance analysis.
Merit: Draws up an action plan to improve performance, which is clearly linked to the performance analysis.
Distinction: Draws up a comprehensive action plan to improve performance with clear justification as to how it will improve performance.
Delivery and Assessment:
Learners must undertake a self-analysis of performance in one of their selected individual sports, using a minimum of 2 different methods of assessment, identifying strengths and areas for improvement. The learner could use: • objective performance data • subjective observations • SWOT analysis • testing • interviews • performance profiling • technology for example Kandle, Dartfish, Coach's eye, mobile apps. Following the self-assessment, learners must identify their strengths and areas for improvement and produce an action plan which must include SMART targets. The action plan must also provide information on how they could develop within the sport for example: • training • courses • qualifications. Learners could consider offering recommendations and guidelines including ways to train to include: • mental training to improve individual personality and life coping resources • physical training to improve their physiological characteristics

Practical individual sports (H/508/4588) (cont'd)

Learning outcome 4 (cont'd)

Delivery and Assessment:
• nutritional training, knowledge and education to improve fueling for performance • recovery training that considers ways to improve sleep to reduce stress. The learner could use a SWOT analysis.
Types of evidence:
Evidence could include: • self-analysis of performance • action plan • reflective account • video • photographs • witness statement • SWOT analysis.

Practical individual sports (H/508/4588) (cont'd)

Learning outcome 5

The learner will:

Evaluate the performance of an individual in one of their selected sports.

The learner must:

- undertake a performance analysis on an individual in one of their selected individual sports
- suggest strengths and areas for development.

Grading descriptors:
Pass: Identifies correctly the most/least important strength or weakness and provides some evidence to justify the choice.
Merit: Identifies correctly the most/least important strength or weakness and provides detailed evidence to justify the choice.
Distinction: Describes the relative impact of the strengths and weaknesses.
Delivery and Assessment:
The sport chosen must be different to LO4. Learners must undertake a performance analysis of an individual in one of their selected individual sports, using a minimum of 2 different methods of assessment, identifying strengths and areas for improvement. The learner could use: • objective performance data • subjective observations • SWOT analysis • testing • interviews • performance profiling • technology, for example Kandle, Dartfish, Coach's eye, mobile apps. Following the self-assessment learners must identify their strengths and areas for improvement, which could include information on how they could develop within the sport, for example: • training • courses • qualifications.

Practical individual sports (H/508/4588) (cont'd)

Learning outcome 5 (cont'd)

Types of evidence:
Evidence must include • performance analysis. Evidence could include: • report • observation report • professional discussion.

The physiology of fitness (K/508/4589)

Unit summary	In this unit learners will investigate the long- and short-term effects of exercise on the human body systems. Learners will collect data, analyse, and review the effect of exercise on these body systems pre, during and post exercise.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the body's acute responses to exercise.

The learner must:

- describe the musculoskeletal and energy systems' acute responses to exercise
- describe the cardiovascular and respiratory systems' acute responses to exercise.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words.
Merit: Uses information found in different formats from at least 2 specialist sources and communicates it, mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates it in own words.
Delivery and Assessment:
Learners must describe the musculoskeletal response to acute exercise. They should consider: • increased muscle pliability • increased range of movements within a joint • increased blood supply to the working muscle sites • muscle fibre micro tears caused by acute exercise. Learners must describe the body's response to acute exercise in relation to the different energy systems. They should consider: • phosphocreatine • lactic acid • aerobic system. Learners must describe how the 3 systems work in the energy continuum to provide the required energy during the different phases of activities.

The physiology of fitness (K/508/4589) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners must describe the body's responses to acute exercise on the cardiovascular system. They should consider: • increased blood pressure • vasoconstriction • vasodilation • heart rate anticipatory response. Learners will describe the respiratory response to acute exercise. They should consider: • increase in breathing rate that could be caused by neural and chemical controls within the body • the increase in the tidal volume within the performer's lung function.
Types of evidence:
Evidence could include: • presentation • workbook • report • academic poster • diagrams • web pages.

The physiology of fitness (K/508/4589) (cont'd)

Learning outcome 2

The learner will:

Understand the long-term effects of exercise on the body.

The learner must:

- describe the long-term effects of exercise on the musculoskeletal and energy systems
- describe the long-term effects of exercise on the cardiovascular and respiratory systems.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the information.
Distinction: No Distinction for this learning outcome.
Delivery and Assessment:
Learners must describe the long-term effects of exercise on the musculoskeletal system and energy systems. They should consider: • hypertrophy • tendon strength • myoglobin stores • number of mitochondria • storage of glycogen and fat • muscle strength • increased tolerance to lactic acid. Learners must describe the long-term effects of exercise on the skeletal system, which includes: • increase in bone calcium stores • increased stretch in ligaments • increased thickness of hyaline cartilage • increased production of synovial fluid. Learners must describe the effects of long-term exercise on the body's energy systems, which could include increased aerobic and anaerobic enzymes and increased use of fats as an energy source.

The physiology of fitness (K/508/4589) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
Learners must also describe the long-term effects of exercise on the cardiovascular and respiratory systems, including: • cardiac hypertrophy • increase in stroke volume • increase in cardiac output • decrease in resting heart rate • capillarisation • increase in blood volume • reduction in resting blood pressure • decreased recovery time • increased aerobic fitness. Within their description learners must state why and how these adaptations occur as a result of regular exercise. The long-term effects that occur within the respiratory system that should be included in the description are: • increased vital capacity • increase in minute ventilation • increased strength of respiratory muscles • increase in oxygen diffusion rate.
Types of evidence:
Evidence could include: • workbook • task sheets • report • presentation • academic poster.

The physiology of fitness (K/508/4589) (cont'd)

Learning outcome 3

The learner will:

Undertake an investigation of the physiological effects of exercise on the body systems of a selected individual.

The learner must:

- research and record physiological data to investigate the effects of exercise on the body systems.

Grading descriptors:
Pass: Process and outcome will show application of some specialist skills in completing the physiological tests.
Merit: Process and outcome will show effective application of specialist skills in completing the physiological tests.
Distinction: Process and outcome will show the consistent effective application of specialist skills in completing the physiological test.
Delivery and Assessment:
Learners must collect and record physiological data to investigate the effects of exercise on the musculoskeletal, cardiovascular, respiratory and energy systems. Learners must consider exercises that are from aerobic, resistance, circuits and interval-based design. Learners will collect data that will enable them to investigate the pre-exercise, exercise and post-exercise phases of the activities. The data collected could look at: • resting heart rate • exercise heart rate • percent heart rate maximum • percent heart rate reserve maximum • rating of perceived exertion • blood pressure • flexibility tests • spirometry. This data should be collected from more than 1 exercise, and on the 4 body structures and systems (musculoskeletal, cardiovascular, respiratory and energy systems) to enable learners to investigate the data.

The physiology of fitness (K/508/4589) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence could include: • collected data • report • presentation • web pages.

The physiology of fitness (K/508/4589) (cont'd)

Learning outcome 4

The learner will:

Analyse the physiological effects of exercise on the body systems of a selected individual.

The learner must:

- analyse physiological data collected.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the information.
Distinction: Makes well-reasoned and balanced conclusions which inform future developments.
Delivery and Assessment:
Learners must present the review in a scientific report. Within the review the learner must include the physiological data collected during the 3 phases of exercise, describing the effects of exercise on the musculoskeletal, cardiovascular, respiratory and energy systems. They should also review the activities selected and collection methods used. Based on this they could provide developmental feedback on how this could be improved if necessary.
Types of evidence:
Evidence must include: • scientific report. Evidence could include: • presentation • workbook • report • task sheets • observation report.

Assessing risk in sport (F/508/4582)

Unit summary	In this unit learners will look at the legal factors that affect sport, such as health and safety responsibilities. Learners will look at the importance of risk assessments in a sporting context and carry out risk assessments for different sports activities.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the key factors that influence health and safety in sport and physical.

activity

The learner must:

- describe the legislative factors that influence health and safety in sport
- describe the legal factors and regulatory bodies that influence health and safety in sport.

Grading descriptors:
Pass: Describes issues of current practice in the context of chosen setting.
Merit: Describes issues of current practice in the context of chosen setting, using appropriate specialist language in context.
Distinction: Describes issues of current practice in the context of chosen setting, correctly applying specialist language in context.
Delivery and Assessment:
Learners must describe legal factors and their impact within the sports environment, for example: • law (statutory, civil, and case law) • duty of care • higher duty of care • in loco parentis • negligence. Learners must describe the roles of regulatory bodies that influence health and safety in sport, to include what these bodies do and how they help to support health and safety within sport, including: • Health and Safety Executive • local authorities • local educational authorities • police • national governing bodies of sport.

Assessing risk in sport (F/508/4582) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners must describe a range of relevant legislative factors that influence health and safety in a chosen sport. Learners must give examples and relate to the sport, rather than just recall legislation. Examples of legislation could include: • Health and Safety at Work Act (1974) (and additions to the act - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) • Management of Health and Safety at Work Act (Amendment) Regulations (1994) • Personal Protective Equipment (PPE Regulations 2002) • Control of Substances Hazardous to Health (COSHH Regulations 2002) • Health and Safety (First Aid) Regulations (1981) • Manual Handling Operations Regulations (1992) • Management of Health and Safety at Work Regulations (1999) • Fire Safety and Safety of Places of Sport Act (1987) • Adventurous Activities Licensing Authority Regulations (2004).
Types of evidence:
Evidence could include: • workbook • report • presentation • case study • assignment • web pages.

Assessing risk in sport (F/508/4582) (cont'd)

Learning outcome 2

The learner will:

Undertake risk assessments.

The learner must:

- undertake risk assessments for different sports activities.

Grading descriptors:
Pass: Completes the risk assessments, for contrasting activities following the delivery guidance.
Merit: Completes the risk assessments, for contrasting activities mostly accurately following the delivery guidance.
Distinction: Completes the risk assessments accurately and meets all the requirements of the delivery guidance.
Delivery and Assessment:
Learners must carry out risk assessments for 2 contrasting sports activities. The learner could choose to focus on: • a lab and field based experiment setting • coaching session • outdoor setting • leisure operations. Learners must complete the risk assessment and include: • potential hazards • those potentially at risk from the hazards • the chance of the hazard causing harm • grading structure of the risk likelihood. The learners must also provide information on how these risks could be controlled to a manageable level for example: • provide training for staff and participant • modify the activity • provide personal protection equipment that will provide additional safety measures. Mostly accurately could be that the learner may not have covered all the control measures for the hazards identified.
Types of evidence:
Evidence could include: • workbook • assignment • risk assessments.

Assessing risk in sport (F/508/4582) (cont'd)

Learning outcome 3

The learner will:

Prepare for and undertake a sporting activity safely.

The learner must:

- produce a plan for the safe delivery of a selected sports activity
- undertake a safe sporting activity.

Grading descriptors:
Pass: Devises a session plan for a sporting activity following governing body guidelines.
Merit: Devises a session plan for a sporting activity, mostly accurately, following governing body guidelines.
Distinction: Devises a session plan for a sporting activity accurately and meets all the requirements of the governing body guidelines.
Delivery and Assessment:
The learner must produce a session plan for the safe delivery of a selected sports activity. Within the session plan learners should provide information on the roles, responsibilities, and resources that may be included within the session, for example: • coach • leader • first aid • equipment • suitability of site or location • insurance • suitability of activity and participants. The learner must carry out the planned session so that a review of safety can take place in LO4. The session should be a minimum of 20 minutes to allow for collection of information to review.
Types of evidence:
Evidence must include: • session plan. Evidence could include: • assessment report • observation • tutor report • video • peer report.

Assessing risk in sport (F/508/4582) (cont'd)

Learning outcome 4

The learner will:

Review the safe undertaking of a sporting activity.

The learner must:

- review the session plan and delivery.

Grading descriptors:
Pass: Identifies correctly the most important strength or weakness of the plan and provides some evidence to justify the choice.
Merit: Identifies correctly the most important strength or weakness of the plan and the session, and provides detailed evidence to justify the choice.
Distinction: Describes the relative impacts of the strengths and weaknesses, with justifications.
Delivery and Assessment:
Learners must review the effectiveness of the session plan relating to the health and safety aspect of their planning. Learners must discuss how they planned the session and if there were any issues relating to health and safety, for example: • near misses or dangerous occurrences • suitability of equipment • suitability of activity for the group's needs. Learners must provide strengths and areas for improvement. These could be supported by peer or assessor feedback.
Types of evidence:
Evidence could include: • report • learner presentation • workbook • assignment.

Fitness training and programming (D/508/4590)

Unit summary	In this unit learners will understand the different methods of fitness training and will prepare fitness training sessions for the different components of physical fitness. Learners will create, monitor, and review a fitness training programme.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand different methods of fitness training.

The learner must:

- describe methods of fitness training for the different components of physical fitness.

Grading descriptors:
Pass: Describes current methods of fitness training for the different components of physical fitness.
Merit: Describes current methods of fitness training for the different components of physical fitness, using appropriate specialist language in context.
Distinction: Describes current methods of fitness training for the different components of physical fitness, correctly applying appropriate specialist language in context.
Delivery and Assessment:
The learner must select and describe one method of fitness training for each of the different components of physical fitness. The components of fitness are: • speed • power • aerobic endurance • muscular endurance • flexibility • strength.

Fitness training and programming (D/508/4590) (cont'd)

Learning outcome 1

Delivery and Assessment:
Methods of training that could be described for each component of fitness include: • speed (interval, sports specific speed training, downhill sprinting) • power (weight training, plyometric, hill sprints) • aerobic endurance (interval training, fartlek training, continuous training) • muscular endurance (circuit training, specific weights programmes) • flexibility (dynamic stretching, static stretches, ballistic stretches, proprioceptive neuromuscular facilitation (PNF) stretching) • strength (weight training programmes for example free weights, resistance machines, body weight exercises). Specialist language could include the correct use of appropriate terms for example: • plyometrics • PNF stretching • fartlek.
Types of evidence:
Evidence could include: • workbook • assignment • report • presentation.

Fitness training and programming (D/508/4590) (cont'd)

Learning outcome 2

The learner will:

Prepare fitness training sessions.

The learner must:

- produce training session plans for the different components of physical fitness.

Grading descriptors:
Pass: Completes a series of fitness training sessions for selected groups or individuals.
Merit: Completes a series of fitness training sessions mostly accurately for selected groups or individuals.
Distinction: Completes a series of fitness training sessions accurately that meets all of the requirements for selected groups or individuals.
Delivery and Assessment:
The training session plans produced by the learner must cover the following training methods: • cardiovascular training • resistance training • flexibility training • speed training. The sessions must be planned with a specific group in mind, for example elite, untrained, team or individual and could consider the specific aims and objectives of the participant(s). The learner must use the training principle of FITT (frequency, intensity, time, type) to plan the activities. The learner must ensure that the sessions are well structured, for example: • cover a number of exercises • the order of exercises • exercise intensities • repetitions • sets and rest between sets. The learner should produce their plans in a standard session style, which could be provided by the tutor or designed by the learners. Mostly accurately could refer to the majority of the session plans demonstrating accurate use of the principles of training or may not meet all the aims of the individuals for which they have been planned.

Fitness training and programming (D/508/4590) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • session plans. Evidence could include: • work book • report.

Fitness training and programming (D/508/4590) (cont'd)

Learning outcome 3

The learner will:

Create a fitness training programme.

The learner must:

- produce a fitness training programme for a selected individual
- monitor progress during a fitness training programme.

Grading descriptors:
Pass: Produces a 6-week fitness training programme for a selected individual that incorporates the principles of training and periodisation, referring to research from LO1.
Merit: Produces a 6-week fitness training programme for a selected individual that incorporates the principles of training and periodisation and demonstrates an understanding of research from LO1.
Distinction: Produces a 6-week fitness training programme for a selected individual that incorporates the principles of training and periodisation and demonstrates a consistent and detailed understanding of research from LO1.
Delivery and Assessment:
The learner must prepare a 6-week fitness training programme for a selected individual. The learner must collect any information they need to plan the programme, including the performer's: • aims • goals and targets • current stage of performance cycle • medical information • injuries • current activity levels • lifestyle. The learner must plan the 6-week programme using the following principles of training: • overload • specificity • progression • individual differences • variation • reversibility. The learner must consider FITT (frequency, intensity, time, type) when planning the training sessions. The learner must plan the 6-week programme to fit the individual's macrocycle. The 6-week plan should fit the individual's mesocycle and the learners must provide details of the individual's microcycles.

Fitness training and programming (D/508/4590) (cont'd)

Learning outcome 3 (cont'd)

Delivery and Assessment:
The learner must make reference to research within their training programme and should justify the content of the training programme. This could include their use of research on the principles of training and the FITT principles and how it has informed the structure of their training programme, as well as the training methods used within the training programme. The learner must monitor the individual's progress during the 6-week programme. A training diary could be used to log the individual's progression, motivation levels and goals achieved.
Types of evidence:
Evidence must include: • 6-week training plan. Evidence could include: • workbook • session plan • report • training diary.

Fitness training and programming (D/508/4590) (cont'd)

Learning outcome 4

The learner will:

Review a fitness training programme.

The learner must:

- monitor the performance of a selected individual against goals
- review the effectiveness of the fitness training programme.

Grading descriptors:
Pass: Makes reasoned conclusions on the effectiveness of a training programme for a selected individual.
Merit: Makes reasoned and balanced conclusions based on the effectiveness of a training programme for a selected individual.
Distinction: Makes well-reasoned and balanced conclusions on the effectiveness of a training programme for a selected individual, which informs future developments.
Delivery and Assessment:
The learner must review an individual's performance against their set goals during the 6-week training programme. The learner could complete this by: • reviewing the individual's training diary • examining the progress of the individual against their goals • establishing their feelings and motivation at key points during the training programme • interviewing the individual to receive further feedback on the training programme • gathering feedback from the individual's coaches or instructors. The learner must use this information to make conclusions on the effectiveness of the training programme and its components, including the progress of the individual. The learner could then use these conclusions to make recommendations to the individual on future progress, including appropriate adaptations to the programme.
Types of evidence:
Evidence could include: • workbook • report • observation report • training diary.

Fitness testing for sport and exercise (H/508/4591)

Unit summary	In this unit learners will understand laboratory and field-based fitness tests. Learners will undertake health screening techniques and deliver appropriate fitness tests for selected individuals. The learner will consider the results of the fitness tests and make conclusions.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand laboratory-based and field-based fitness tests.

The learner must:

- describe tests for each component of physical fitness
- recognise the advantages and disadvantages of each test.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words.
Merit: Uses information found in different formats from at least 2 specialist sources and communicates it, mostly accurately, in own words.
Distinction: Uses information appropriately, taken from a wide range of specialist sources in different formats, and accurately communicates it in own words.
Delivery and Assessment:
The learner must describe tests for the following components of physical fitness: • flexibility • muscular strength • aerobic endurance • speed • power • muscular endurance • body composition. Descriptions of each test should include the following: • testing protocol • equipment required • considerations around validity and reliability of results (gold standard vs practical methods) • normative data.

Fitness testing for sport and exercise (H/508/4591) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
The learner must describe the advantages and disadvantages of the tests they have selected including the following: • equipment required • facilities required • cost • skill level of person conducting the test • test validity • test reliability • time.
Types of evidence:
Evidence could include: • workbook • assignment • report • poster • presentation • web pages.

Fitness testing for sport and exercise (H/508/4591) (cont'd)

Learning outcome 2

The learner will:

Undertake health screening techniques.

The learner must:

- prepare an appropriate health screening questionnaire
- prepare and use appropriate health screening procedures for contrasting individuals
- deliver health monitoring tests for contrasting individuals
- present the results of health monitoring tests
- compare the results of health monitoring tests to normative data.

Grading descriptors:
Pass: Process and outcome will show application of some specialist skills in completing the health screening process.
Merit: Process and outcome will show the effective application of specialist skills in completing the health screening process.
Distinction: Process and outcome will show the consistent effective application of specialist skills in completing the health screening process.
Delivery and Assessment:
The learner must design a questionnaire which must collect all relevant information about the individual for example: • name • date of birth • contact details • emergency contact details • medication • pre-existing medical conditions • dietary habits • alcohol/smoking usage • exercise and physical activity frequency, intensity, time, and type (FITT). The learner must use their questionnaire on 2 contrasting individuals. In selecting 2 contrasting individuals, a range of factors may be considered, such as any medical conditions they currently have, their age range, fitness levels or their exercise levels. The questionnaire must allow the learner to gather enough information to be able to evaluate the individual's health, including any pre-existing medical conditions.

Fitness testing for sport and exercise (H/508/4591) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
The learner must safely administer a minimum of 4 health monitoring tests to the individuals. The learner must show evidence of appropriate consent and adequate processes for data protection. The learner must use appropriate protocols throughout. The health monitoring tests could include: • heart rate • lung function • waist-to-hip ratio • blood pressure • body mass index (BMI) • oxygen saturation levels. Following the health monitoring tests and the initial questionnaire, the learner must record and interpret the results using normative data that supports the test, identifying strengths and areas for improvement for the individuals. Specialist skills could include the learner demonstrating the correct use of equipment or questionnaires to get accurate results from health screening tests and protocols.
Types of evidence:
Evidence must include: • completed health screening questionnaire • test results • normative data. Evidence could include: • visual record of tests being conducted • tutor observation record • written report.

Fitness testing for sport and exercise (H/508/4591) (cont'd)

Learning outcome 3

The learner will:

Deliver appropriate fitness tests for a selected individual.

The learner must:

- identify a series of fitness tests for a selected individual
- present a rationale for the selection of each fitness test chosen.

Grading descriptors:
Pass: Selects and carries out a series of fitness tests for a selected individual following appropriate health and safety protocols, making reference to LO2 and the initial meeting with the client.
Merit: Selects and carries out a series of fitness tests mostly accurately for a selected individual following appropriate health and safety protocols. Demonstrates an understanding of research from LO2 and the initial meeting with the client.
Distinction: Selects and carries out a series of fitness tests accurately and meets all of the requirements of the health and safety protocols. Demonstrates a consistent and detailed understanding of the research from LO2 and the initial meeting with the client.
Delivery and Assessment:
The learner must select a range of tests that best suits a selected individual and produce a rationale for choosing each of the tests. The rationale must be based on, and evidenced by, an initial meeting with the client where the learner finds out physical activity levels and/or sports participation. The learner could use a client that they have previously used within this unit. When selecting and justifying the tests, the learner should also consider: • test reliability • test validity • practicality of test • purpose of test (for example, benchmarking the individual, being able to develop a specific development programme, purpose in relation to specific position/sport). Tests can be both lab-based and field-based. For example, for power, learners could use the Wingate test in a sports science laboratory.

Fitness testing for sport and exercise (H/508/4591) (cont'd)

Learning outcome 3 (cont'd)

Delivery and Assessment:
Prior to testing, the learner should consider: • consent forms • health questionnaires • health and safety • test protocol • effective recording of the client's results • possible justification for having to terminate a test. When delivering the tests, the learner must record the results of each test.
Types of evidence:
Evidence could include: • visual record of tests being conducted • tutor observation record • report • test results • presentation.

Fitness testing for sport and exercise (H/508/4591) (cont'd)

Learning outcome 4

The learner will:

Consider the results of fitness tests for a selected individual.

The learner must:

- review fitness testing results for a selected individual
- suggest strengths and areas for improvement.

Grading descriptors:
Pass: Makes reasoned conclusions on a selected individual's strengths and areas for improvement based on their test results and normative data.
Merit: Makes reasoned and balanced conclusions on a selected individual's strengths and areas for improvement based on their test results and normative data.
Distinction: Makes well-reasoned and balanced conclusions on a selected individual's strengths and areas for improvement based on their test results and normative data, which informs future developments.
Delivery and Assessment:
Upon completion of testing, the learner must review the results in relation to normative data/current literature and provide feedback to their client. This data needs to be selected to suit the client's needs and may consider: • population data • accepted health range data • norms from elite performers. The learner must identify strengths and areas for improvement which are specific to the individual and their sport/position within a sport. The learner should suggest future areas for development for the individual, outlining ways in which they can improve their performance.
Types of evidence:
Evidence could include: • written report • record of meeting with selected individual • research file.

Psychology for sports performance (K/508/4592)

Unit summary	In this unit learners will develop their knowledge of psychology theory and how it affects sports performance. Learners will understand the impact of personality, motivation, aggression, anxiety and arousal on sports performance. Learners will also understand the factors which influence group dynamics and performance in team sports.
Total unit time	75
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the impact of personality, motivation and aggression on sports performance.

The learner must:

- investigate personality and its impact on sports performance
- explore motivation and its impact on sports performance
- investigate aggression and its impact on sports performance.

Grading descriptors:
Pass: Supports all points about key concepts in relation to the effects of personality, motivation and aggression on sports performance with some sophisticated examples.
Merit: Supports all points about key concepts in relation to the effects of personality, motivation and aggression on sports performance, with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points about key concepts in relation to the effects of personality, motivation and aggression on sports performance with sophisticated examples and appropriate comparisons.
Delivery and Assessment:
Learners must define personality in relation to sport and explore the different personality types (Type A and Type B) in relation to sports performance. Learners must investigate a wide range of personality theories including: • trait theory • Marten's Schematic View and Interactional Approach • interactional approach • situational theory • psychodynamic theory. Learners must explore the key concepts of each theory and use examples relating to sports performance to act as case studies, to allow description of the theories.

Psychology for sports performance (K/508/4592) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners must investigate motivation in relation to sports performance. Learners must consider: • trait • situation centred • interactional views. Learners must fully investigate the key concepts with relation to intrinsic and extrinsic motivation and provide a range of sports based examples for each. Learners must then explore a range of theories of motivation including: • attribution theory • achievement motivation theory. Learners must describe 2 real life examples of how motivation has affected sports performers both in the short and long term and attribute to a motivational theory. Learners could consider Gill's (2000) criteria for aggressive behaviour while defining the different types of aggressive behaviour: • hostile • instrumental aggression • assertion Learners could consider the different causes of aggression, including but not limited to the following theories: • instinct theory • frustration-aggression theory • social learning theory
Types of evidence:
Evidence could include: • report • research file • web pages • presentation • poster • case studies.

Psychology for sports performance (K/508/4592) (cont'd)

Learning outcome 2

The learner will:

Understand the relationship between stress, anxiety, arousal and sports performance.

The learner must:

- explore stress and anxiety, their causes, symptoms and effect on sports performance
- describe theories of arousal and the effect on sports performance.

Grading descriptors:
Pass: Uses information from a specialist source and communicates in own words the effects of stress, anxiety and arousal on sports performance.
Merit: Uses information found in different formats from at least 2 specialist sources and communicates, mostly accurately in own words the effects of stress, anxiety, and arousal on sports performance.
Distinction: Uses information, appropriately taken, from a wide range of specialist sources in different formats and accurately communicates in own words the effects of stress, anxiety, and arousal on sports performance.
Delivery and Assessment:
Learners must explore stress within sport, discussing the causes, symptoms and how it can affect the sports performer. Learners must discuss the types of stress (eustress and distress) and highlight the possible causes (internal, external, personal, occupational and sports environment). Learners must also discuss the symptoms of stress (cognitive, behavioural, and somatic), and the possible effects on the sports performer's performance, considering the following: • central nervous system (CNS) responses • loss of confidence and concentration • a negative mental state. Learners must provide clear sporting examples to support their work. Learners must describe anxiety and its effects on sports performance. Learners must know the different types of anxiety (state and trait) in addition to the different causes of anxiety for a sports performer. Learners must describe the symptoms of stress on a performer (somatic, behavioural, and cognitive) in addition to the different effects anxiety may have on the sports performance (fear of failure, loss of self-confidence and negative mental state). Learners must provide clear sporting examples to support their work. Learners must investigate arousal in relation to sports performance. Learners must define arousal and describe at least three theories of arousal and their effects on the sports performance. The theories include drive theory, catastrophe theory, individual zones of optimal functioning and the inverted U hypothesis.

Psychology for sports performance (K/508/4592) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
Learners must explore the effects that arousal can have on sports performance which could include: • improvements and decrements in performance levels • choking • changes in attention focus • increased levels of anxiety. Learners must provide clear sporting examples to support their work.
Types of evidence:
Evidence could include: • assignment • professional discussion • presentation • report (including case studies).

Psychology for sports performance (K/508/4592) (cont'd)

Learning outcome 3

The learner will:

Understand the role of group dynamics in team sports.

The learner must:

- explore factors which influence group dynamics and performance in team sports.

Grading descriptors:
Pass: Makes reasoned conclusions based on information about a range of influences which may affect group dynamics and team performance.
Merit: Makes reasoned and balanced conclusions based on information about a range of influences (weighs up pros and cons) which may affect group dynamics and team performance.
Distinction: Makes well-reasoned and balanced conclusions based on information about a range of influences which may affect group dynamics and team performance, providing clear sports based examples which inform future developments.
Delivery and Assessment:
Learners must explore the concept of group dynamics and the different factors that can affect the performance of a group/dynamics of a group. Learners must describe influences on group dynamics and performance in team sports. Learners must provide clear sports based examples and include influences from each category: • group processes (for example Tuckman's stages of group development, Steiner's model of group effectiveness, Ringelmann effect, social loafing) • cohesion (for example task and social cohesion, interactive and co-active teams, creating an effective team climate) • leadership (for example prescribed versus emergent leaders, leadership styles).
Types of evidence:
Evidence could include: • report • presentation • case studies • web pages • assignments.

Technical and tactical skills in sport (M/508/4593)

Unit summary	The learner will understand the technical skills and tactics demanded by selected sports. Learners will assess their own technical and tactical skills as a sports performer in a chosen sport. Learners will produce a development plan to further enhance their own technical and tactical ability in a chosen sport.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the technical skills and tactics demanded by selected sports.

The learner must know about:

- the technical and tactical skills required for success in contrasting sports.

Grading descriptors:
Pass: Supports all points about technical skills and tactics with some sophisticated examples.
Merit: Supports all points about technical skills and tactics with some sophisticated examples and some appropriate comparisons.
Distinction: Supports all points about technical skills and tactics with some sophisticated examples and appropriate comparisons.
Delivery and Assessment:
Learners must explain the technical and tactical demands of contrasting sports. The technical skills should be based around continuous, serial, and discrete skills within the chosen sports. Learners must describe the skills that are used and how they differ from the contrasting sports that they have chosen. The tactics must relate to, for example, choice of shot, pass, positions and use of space or formations. Learners must explain how these tactics are used and how they differ within the contrasting sports and why this could be the case, for example individual sport versus team sport. The assessment must look at sports that contrast due to the characteristics of the sport for example: • types of skills used • team or individual • location.

Technical and tactical skills in sport (M/508/4593) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence:
Evidence could include: • report • presentation • audio-visual • case studies • web pages • assignments.

Technical and tactical skills in sport (M/508/4593) (cont'd)

Learning outcome 2

The learner will:

Assess their own technical and tactical ability and that of an elite sports performer.

The learner must assess:

- their own technical and tactical ability in a selected sport
- the technical and tactical skills of an elite performer.

Grading descriptors:
Pass: The observation and completed checklist will show application of some specialist skills in assessing performance.
Merit: The observation and completed checklist will show the effective application of some specialist skills in assessing performance.
Distinction: The observation and completed checklist will show the consistent effective application of specialist skills in assessing performance.
Delivery and Assessment:
Learners must produce an observation checklist to assess their own technical and tactical performance and that of an elite sports performer. The checklist must cover the sports performer's: • technical skills • skill selection • skill application • tactical application • selection and awareness • defensive and/or attacking play. The elite sports performer could be a professional sports performer, international sports performer or national representative or champion. If a performer is not available, a high-quality recording or video may be used. Following the assessment of their own technical and tactical performance and that of an elite performer, learners must describe the strengths of the 2 performances, for example: • specific skills • specific techniques • fitness levels • ability to read the game • tactical awareness.

Technical and tactical skills in sport (M/508/4593) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
Learners will describe the areas of improvement that have been highlighted from the assessment for example: • attacking • defending • technical and tactical skills • fitness and psychological aspects. Learners must produce a log/diary of their own performance during a 4-week period. The log/diary must highlight the activities undertaken.
Types of evidence:
Evidence could include: • observation checklist • log/diary • report • assessment.

Technical and tactical skills in sport (M/508/4593) (cont'd)

Learning outcome 3

The learner will:

Review their own technical and tactical skills.

The learner must:

- evaluate strengths and areas for improvement.

Grading descriptors:
Pass: Draws up a development plan to improve areas of technical and tactical performance which has some links to the performance assessment.
Merit: Draws up a development plan to improve areas of technical and tactical weakness which is clearly linked to the performance assessment.
Distinction: Draws up a comprehensive development plan to improve areas of technical and tactical weakness clearly linked to the performance assessment.
Delivery and Assessment:
Learners must use the log/diary of their performance to identify strengths and areas for improvement, which should also be informed by the assessment of the elite sports performer. Following the assessment of their own technical and tactical performance and that of an elite performer, learners must describe the strengths, for example: • specific skills • specific techniques • fitness levels • ability to read the game • tactical awareness. Learners must describe the areas of improvement that have been highlighted from the assessment, for example: • attacking • defending • technical and tactical skills • fitness • psychological aspects. Learners must produce a personal development plan. This plan will be based on the 4-week log/diary, and the specific, measurable, achievable, relevant, and time-bound (SMART) principles. The development plan must take into consideration improving areas of technical and tactical weakness.
Types of evidence:
Evidence must include: • personal development plan • assessment (from LO2).

The athlete's lifestyle (T/508/4594)

Unit summary	Learners will look at the lifestyle factors that can affect an elite athlete's performance. Learners will consider strategies to help deal with these factors and the importance of appropriate behaviour. Learners will understand how their behaviour may impact on their sports profile and produce a career plan both for themselves as an athlete and for a career outside of sport.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand how lifestyle can affect athletes and their performance.

The learner must:

- describe different lifestyle factors that can affect athletes and their performance
- summarise how lifestyle factors can affect athletes and their performance.

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.
Delivery and Assessment:
Learners must describe lifestyle factors that can affect the athlete's performance. These factors could include: • performance enhancing drugs (PEDs) • social drugs • alcohol • smoking • social life • training • completion • gambling • peer pressure • sports club environment • living away from home due to moving to club or competing in different locations • wage increase or decrease depending on performance level • gaining or losing sponsorship or funding • increase in public appearance requests • family or relationships.

The athlete's lifestyle (T/508/4594) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment
Learners must summarise how these factors could have a negative or positive effect on the athlete's performance. Learners must use examples to explain the effects of lifestyle on performers.
Types of evidence:
Evidence could include: • report • case studies • presentation • professional discussions • presentation • research file.

The athlete's lifestyle (T/508/4594) (cont'd)

Learning outcome 2

The learner will:

Understand the importance of appropriate behaviour for athletes.

The learner must:

- describe the importance of appropriate behaviour for athletes
- describe strategies that can be used by athletes to help deal with different situations that could influence their behaviour.

Grading descriptors:
Pass: Relates information from a specialist source and communicates it in own words.
Merit: Relates information found in different formats from at least 2 different sources and communicates it mostly accurately, in own words.
Distinction: Relates information appropriately taken from a wide range of sources, in different formats, and accurately communicates in own words.
Delivery and Assessment:
Learners must describe the importance of appropriate behaviour for athletes. This must relate to when the athlete is training, competing or away from their sport. For example, are they acting as an appropriate role model, developing their sports profile, or helping to increase the participation levels? Learners must describe how these aspects of their performance and lifestyle could have a big impact on raising the profile of their sport at all levels. Learners must use examples of positive and negative behaviour from recent years within the sporting world. These could be used to highlight the effect it has on the sport and the individual. Learners must describe strategies that could be used in a range of different situations that could influence their behaviour. The strategies used could include: • one-to-one discussions • mentoring • coaching and training • lifestyle changes.
Types of evidence:
Evidence could include: • report • simulations • roleplay • case studies • media reports.

The athlete's lifestyle (T/508/4594) (cont'd)

Learning outcome 3

The learner will:

Use communication effectively with the media and significant individuals.

The learner must:

- describe the factors to be considered when giving different types of media interview
- apply the factors to be considered when communicating with significant individuals.

Grading descriptors:
Pass: Process and outcome will show application of some specialist skills in preparing for and completing a media interview.
Merit: Process and outcome will show the effective application of specialist skills in preparing for and completing a media interview.
Distinction: Process and outcome will show the consistent effective application of specialist skills in preparing for and completing a media interview.
Delivery and Assessment:
Learners must prepare for the interview by describing the factors, skills or techniques to consider when giving media interviews, including: • personal delivery (language, body language, vocabulary, clarity) • preparation for the interview • appearance (this could depend on type of interview and media source it is being used for) • ability to communicate information accurately. Learners must also describe the factors to consider when communicating with significant individuals, such as: • managers • coaches • sponsors • teammates • competitors • agents • employers. Learners will undertake a short media interview (3 minutes or less) of a factual or fictional performance applying some of the effective communication methods.

The athlete's lifestyle (T/508/4594) (cont'd)

Learning outcome 3 (cont'd)

Delivery and Assessment:
Media types could include: • podcast • social network • television • radio • newspaper or other written type.
Types of evidence:
Evidence must include: • media interview. Evidence could include: • report • case study • podcast • transcript • preparatory notes.

The athlete's lifestyle (T/508/4594) (cont'd)

Learning outcome 4

The learner will:

Produce a career plan covering an individual's career as an athlete and the individual's career outside competitive sport.

The learner must:

- produce a career plan.

Grading descriptors:
Pass: Completes a complex task following a complex brief.
Merit: Completes a complex task mostly accurately following a complex brief.
Distinction: Completes a complex task accurately and meets all the requirements of a complex brief.
Delivery and Assessment:
Learners must produce a career plan which outlines how to progress within their sport but also after a competitive career. Learners should identify sporting careers that interest them. The plan must include specific, measurable, achievable, relevant, and time-bound (SMART) short, medium, and long-term goals of the athlete, and should consider training and competition and plans to cover contingencies like injury and illness. The plan should also consider careers away from their chosen sport, including possible job pathways and qualifications required. These pathways could be sports related such as sport science, physiotherapist, media, coaching and teaching. The learner could describe what qualifications are required and how this could be followed to achieve their end goal.
Types of evidence:
Evidence could include: • report • professional discussion • web pages • career leaflets/information.

Current issues in sport (A/508/4595)

Unit summary	In this unit learners will understand how sport has developed in the UK, taking into account cultural, historical and regulatory factors. They will examine the impact of the media and technology on sport and how it is affected by current issues. Learners will examine barriers to participation in sport and describe the strategies and initiatives developed to increase participation.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand how sport has developed in the UK.

The learner must:

- explain the influence of better working conditions and the Second World War on sport
- describe the effects of rationalisation and regulation on sport
- describe the development and organisation of a selected sport in the UK.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words to describe the development of sport in relation to social, cultural, and historical factors.
Merit: Uses information found in different formats from at least 2 specialist sources and communicates it mostly accurately in own words to describe the development of sport in relation to social, cultural, and historical factors.
Distinction: Uses information appropriately taken from a wide range of specialist sources in different formats and accurately communicates it in own words to describe the development of sport in relation to social, cultural, and historical factors.
Delivery and Assessment:
Learners must explain how better working conditions led to the increase in sports participation and how the Second World War influenced sports activities both during and post war. Learners must describe how the increase in rationalisation and regulation within schools, local authorities and private businesses has affected sport in general.

Current issues in sport (A/508/4595) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners must describe the development and organisation of a selected sport in the UK and should consider influencing factors such as: • developments based around the agricultural society • the effects of the industrial revolution • the influence of public schools • the content and amount of sport undertaken within schools • Olympic Games • development of gender in sport. Learners must describe how organisations have supported the development of a selected sport within the UK, which could include: • Department for Culture Media and Sport (DCMS) • Sport and Recreation Alliance • UK Sport • Sport England • Sportscotland • Sports Council for Wales • Sports Council Northern Ireland • National Governing Bodies (NGBs).
Types of evidence:
Evidence could include: • research project • report • websites • case studies.

Current issues in sport (A/508/4595) (cont'd)

Learning outcome 2

The learner will:

Understand how the media and technology influence modern sport.

The learner must:

- explain the influence of the media on a selected sport in the UK
- explain the effect of technology on a selected sport in the UK.

Grading descriptors:
Pass: Describes issues of current practice in both media and technology and how they have influenced and affected the selected sport.
Merit: Describes issues of current practice in both media and technology and how they have influenced and affected the selected sport, using appropriate specialist language in context.
Distinction: Describes issues of current practice in both media and technology and how they have influenced and affected the selected sport, correctly applying specialist language in context.
Delivery and Assessment:
Learners must explain how the media has influenced their selected sport (LO1). Examples of different types of media to consider may include TV, satellite broadcasting, internet viewing, local and national press, and sports related magazines. The influence of media could include: • increased participation • event programming • sponsorship • advertising • broadcast rights • presentation of national events • influence on rules of the game • sponsorship • punditry • narrative technique • rule changes • timeouts • sensationalism • gender imbalance • jingoism • merchandising.

Current issues in sport (A/508/4595) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
Learners must explain the effect that technology has had on their selected sport (LO1) and how the technological advances have benefited the selected sport. Examples of technological advances to consider include: • clothing • personal equipment • cameras that can replay • freeze frame • drug testing equipment • video analysis • computer game applications • lactate threshold training • blood lactate testing • hyperbaric chambers • Internet linked data transfer from personal products • computer/video analysis.
Types of evidence:
Evidence could include: • report or presentation • project • assignment • web pages • audio-visual.

Current issues in sport (A/508/4595) (cont'd)

Learning outcome 3

The learner will:

Understand how contemporary issues affect sport.

The learner must:

- describe the effects of contemporary issues on a selected sport in the UK.

Grading descriptors:
Pass: Makes reasoned conclusions on contemporary issues in sport, based on appropriate information.
Merit: Makes reasoned and balanced conclusions on contemporary issues in sport, based on the information.
Distinction: Makes well-reasoned and balanced conclusions on contemporary issues in sport, and uses this to advise future developments.
Delivery and Assessment:
Learners must describe the effects of at least 4 contemporary issues on their selected sport (LO1). Examples of contemporary issues to consider are: • education and sport in schools • child protection • health initiatives • racism • commercialisation • globalisation • politics • religion and culture • gender issues. Learners should use real examples from the sporting world to support their information.
Types of evidence:
Evidence could include: • report or presentation • assignments • professional discussion • case studies • web pages.

Current issues in sport (A/508/4595) (cont'd)

Learning outcome 4

The learner will:

Understand the factors and strategies that affect participation in sports activities.

The learner must:

- describe the barriers to sports participation
- explain the strategies or initiatives which relate to increasing participation in sports activities.

Grading descriptors:
Pass: Supports all points with some sophisticated examples of barriers to participation and strategies to increase participation.
Merit: Supports all points with some sophisticated examples and some appropriate comparisons of barriers to participation and strategies to increase participation.
Distinction: Supports all points with sophisticated examples and appropriate comparisons of barriers to participation and strategies to increase participation.
Delivery and Assessment:
Learners must describe the barriers to sports participation. Barriers are issues or areas that could affect an individual or group of people from taking part in their chosen sport or activity. These barriers could include: • resources available in their area • personal resources to undertake the sport • current fitness • personal ability level • lifestyle issues like working hours, family commitments and medical conditions • cultural influences which affect participation in sport. Learners must describe strategies or initiatives which relate to increasing sports participation, such as: • Sainsbury's School Games • Young Ambassadors • StreetGames • Step into Sport • Get Active • The Daily Mile • Towards an Active Nation.

Types of evidence:
Evidence could include: • research project • assignment or presentation • case studies • web pages • interview notes • audio-visual.

Instructing physical activity and exercise (F/508/4596)

Unit summary	In this unit learners will understand the principles of safe and effective physical activity and exercise sessions. They will design a physical activity/exercise programme before planning and delivering their own session. Learners will then review the design of their programme and the delivery of their session.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the principles of safe and effective physical activity/exercise sessions.

The learner must:

- define the components of fitness
- describe the principles of training and periodisation
- describe the structure of a physical activity/exercise session, including the health and safety considerations.

Grading descriptors:
Pass: Describes current practices in the principles of safe and effective physical activity/exercise sessions.
Merit: Describes current practices in the principles of safe and effective physical activity/exercise sessions, using appropriate specialist language in context.
Distinction: Describes current practices in the principles of safe and effective physical activity/exercise sessions, correctly applying specialist language in context.
Delivery and Assessment:
The learner must define the following components of fitness: • strength • aerobic endurance • muscular endurance • flexibility • body composition.

Instructing physical activity and exercise (F/508/4596) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
The learner must describe the following principles of training: • overload • specificity • progression • individual differences • variation • reversibility • FITT (frequency, intensity, time and type) principles • periodisation (macrocycle, mesocycle and micro cycles). The learner should use examples to illustrate their points. The learner must identify the health and safety considerations associated with physical activity/exercise sessions, for example pre-exercise screening, informed consent, and risk assessments. The learner must describe the structure of a physical activity/exercise session including the: • warm up (mobility, pulse raising, dynamic stretching) • main component (activity, sports specific) • cool down (pulse lowering, maintenance and developmental stretches, for example proprioceptive neuromuscular facilitation – PNF). The learner must describe the: • importance of each component • suggested intensity and duration for each component • physiological and psychological benefits. When describing the principles of training, the learner must be able to apply these using examples. They must be able to apply some of the principles of training to the structure of a physical activity session.
Types of evidence:
Evidence could include: • report or presentation • web pages • brochure or leaflet • diagrams.

Instructing physical activity and exercise (F/508/4596) (cont'd)

Learning outcome 2

The learner will:

Design a physical activity/exercise programme for contrasting clients.

The learner must:

- ensure information required to inform the training programmes is collected
- apply the training principles to the training programmes.

Grading descriptors:
Pass: Designs a training programme for 2 contrasting individuals.
Merit: Designs a training programme which is mostly accurate for 2 contrasting individuals.
Distinction: Designs a training programme accurately meeting all the requirements of 2 contrasting individuals.
Delivery and Assessment:
The learner must produce a 6-week training programme for 2 contrasting clients. The learner should choose contrasting clients, which may include: • varied ability • individuals and groups • specific groups (elderly, children, obese). The learner must collect the relevant information required to enable them to plan appropriate programmes to match the goals and needs of the individual clients. This may include information such as: • sports played • goals (short and long term) • targets • exercise and medical history • injuries • current activity levels • lifestyle factors. The programme structure should include a 6-week overview, weekly programmes, and example session plans. Within its design, the programme must consider: • the components of fitness • the principles of training (overload, specificity, progression, individual differences, variation, and reversibility) • the FITT (frequency, intensity, time, type) principles • the performer's needs and goals and stage of macrocycle.

Instructing physical activity and exercise (F/508/4596) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • training programme. Evidence could include: • research file • web pages.

Instructing physical activity and exercise (F/508/4596) (cont'd)

Learning outcome 3

The learner will:

Plan and deliver an exercise session.

The learner must:

- plan a safe and effective exercise session
- deliver a safe and effective exercise session.

Grading descriptors:
Pass: Process and outcome will show application of some specialist skills in delivering an exercise session for contrasting individuals.
Merit: Process and outcome will show the effective application of specialist skills in delivering an exercise session for contrasting individuals.
Distinction: Process and outcome will show the consistent effective application of specialist skills in delivering an exercise session for contrasting individuals.
Delivery and Assessment:
The learner must plan a safe and effective physical activity/exercise session. The plan will include: • aims and objectives • venue • timings • activities • equipment needed • target group • health and safety considerations. The learner will also be expected to carry out risk assessments and screening of participants. The learner will lead a safe and effective physical activity/exercise session. Learners will introduce the session and provide clear instructions about the session, for example purpose, benefits, safety considerations. During the session, the learner will demonstrate correct technique, observe and correct technique and body alignment, modify exercise, be motivating and encouraging and build rapport.

Instructing physical activity and exercise (F/508/4596) (cont'd)

Learning outcome 3 (cont'd)

Delivery and Assessment:
At the end of the session the learner should gain feedback from the client or participants which should include: • motivation levels • communication • instructing style • things they enjoyed/didn't enjoy • changes they would like to see made. The learner should clear, check, and store any equipment used and ensure that the area is left safe and as found. This assessment could be completed via an observation, which could be video recorded as evidence to support the observation.
Types of evidence:
Evidence must include: • session plan • witness testimony • completed risk assessment • participant screening record • participant feedback. Evidence could include: • audio-visual • professional discussion.

Instructing physical activity and exercise (F/508/4596) (cont'd)

Learning outcome 4

The learner will:

Review the design of an exercise programme and leading of an exercise session.

The learner must:

- review own performance in designing exercise programmes, identifying strengths and areas for improvement
- review own performance in planning and delivering an exercise session, identifying strengths and areas for improvement.

Grading descriptors:
Pass: Identifies correctly the most important strength or weakness and provides some evidence to justify the choice.
Merit: Identifies correctly the most important strength and weakness and provides detailed evidence to justify the choice.
Distinction: Describes the relevant impact of the strengths and weaknesses.
Delivery and Assessment:
The learner must review their own performance to include: • the design of their physical activity/exercise programmes • the planning and delivery of their physical activity/exercise session • identification of further training needs/professional development. The learner could use peer evaluation, questionnaires, feedback from participants, self-evaluation and tutor feedback. They must identify strengths and areas for improvement including the most important. They must provide evidence to justify their choice, describe their relative impact, and produce a development plan.
Types of evidence:
Evidence must include: • development plan. Evidence could include: • professional discussion • presentation • feedback from tutor or peers or others • questionnaires • evaluation.

Sports injuries (J/508/4597)

Unit summary	In this unit learners will understand causes of common sports injuries and how these can be prevented. Learners will understand the physiological and psychological effects of sports injuries and will understand the methods of treatment for sports injuries. Learners will plan treatment and rehabilitation programmes for sports injuries.
Total unit time	75
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand causes of common sports injuries and how these can be prevented.

The learner must:

- describe extrinsic and intrinsic risk factors in relation to sports injuries
- describe preventative measures that can be taken in order to prevent sports injuries occurring.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words.
Merit: Uses information found in different formats from at least 2 specialist sources and communicates it mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats and accurately communicates it in own words.
Delivery and Assessment:
The learner must describe a range of extrinsic risk factors and how they can lead to sports injuries, such as: • poor coaching • ineffective communication • incorrect technique • environmental factors such as weather and surfaces • inappropriate clothing and footwear (protective, sport-specific, specific to surface).

Sports injuries (J/508/4597) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
The learner must describe a range of intrinsic risk factors and how they can lead to sports injuries, such as: • training effects • muscle imbalance • poor preparation • age • fitness level • growth development • history of previous injury • flexibility • nutrition. For each intrinsic and extrinsic factor described, the learner must explain preventative measures that can be taken in order to stop sports injuries occurring. The learner must also describe how postural defects such as lordosis, kyphosis and scoliosis can cause sports injuries. The learner must also describe the role that the coach has in helping to prevent injuries from occurring, such as: • up-to-date knowledge of sport/performer • relevant and current qualifications • adapting coaching style to performers ability/age/fitness level • effective communication styles • health and safety considerations.
Types of evidence:
Evidence could include: • report • case study • presentation • academic poster.

Sports injuries (J/508/4597) (cont'd)

Learning outcome 2

The learner will:

Understand the physiological and psychological effects of sports injuries.

The learner must:

- describe the physiological responses common to sports injuries
- describe the psychological responses common to sports injuries.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words to describe the physiological and psychological responses to sports injuries.
Merit: Uses information found in different formats from at least 2 specialist sources and communicates it in own words to describe the physiological and psychological responses to sports injuries.
Distinction: Uses information appropriately, taken from a wide range of specialist sources and communicates it in own words to evaluate the relationship between the different physiological and psychological responses to sports injuries.
Delivery and Assessment:
The learner must explain what happens to the body when it suffers an injury. The description must include the stages of repair and the timescales for: • primary damage response • healing response • the clotting mechanism • re-modelling process. The learner must explain what scar tissue is and the importance of scar tissue control in the re-modelling process. The learner must investigate 2 common sports injuries and describe the physiological responses to each 1, for example sprain (signs and symptoms of first, second and third degree), haematomas (inter/intra). The learner must explain the different psychological responses common to sports injuries and injury rehabilitation. Learners must recognise the significance of problem identification, for example, the injury identification in isolation is only a part of a support process and learners must consider the benefits of a solution driven support strategy, for example, goal setting. This support should be directly connected to the problem analysis while merging and promoting a remedial perspective to support the injury. They must describe how and when a performer may feel the following due to the injury, for example: • anger • anxiety • depression.

Sports injuries (J/508/4597) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
• frustration • isolation from teammates • demotivation. Learners must provide specific examples and relate all of these to specific sports injuries from the real world.
Types of evidence:
Evidence could include: • report • presentation • case studies • media reports • research file.

Sports injuries (J/508/4597) (cont'd)

Learning outcome 3

The learner will:

Understand methods of treatments for sports injuries.

The learner must:

- outline different types of sports injuries
- describe first aid and common treatments used for different types of sports injuries.

Grading descriptors:
Pass: Supports the description of all sports injuries identified and their treatments with some sophisticated examples.
Merit: Supports the description of all sports injuries identified and their treatments with sophisticated examples and some appropriate comparisons between injuries.
Distinction: Supports the description of all sports injuries identified and their treatments with sophisticated examples and appropriate comparisons between injuries.
Delivery and Assessment:
The learner must outline a range of injuries that an athlete may suffer from, including the signs, symptoms, causes of and treatments for each injury. The learner could choose from the following sports injuries: • fracture • dislocation • stress fracture • shin splints • haematoma • abrasion • sprain • strain • concussion • tendonitis (Achilles, shoulder) • tendon rupture • blister • cramp • tennis elbow • back pain • cartilage damage • friction burns.

Sports injuries (J/508/4597) (cont'd)

Learning outcome 3 (cont'd)

Delivery and Assessment:
Possible treatments, which could include: • PRICED (protect, rest, ice, compression, elevation, diagnosis by professional) • SALTAPS (stop, ask, look, touch, active, passive strength) • taping • bandaging • Tubigrip • splints • hot/cold treatments • pain sprays/limb supports • electrotherapy • medical referrals for specialist help as appropriate. The learner must describe first aid treatment for each chosen sports injury and take into consideration the following aspects where appropriate: • priorities • resuscitation • shock, bleeding • unconscious casualty • fractures • prevention of infection • summon qualified assistance • accident report forms.
Types of evidence:
Evidence could include: • report • presentation • role play • professional discussion • web pages.

Sports injuries (J/508/4597) (cont'd)

Learning outcome 4

The learner will:

Produce a treatment and rehabilitation plan for contrasting sports injuries.

The learner must:

- design a safe and appropriate treatment and rehabilitation plan for contrasting sports injuries.

Grading descriptors:
Pass: Refers to research from LO2 and LO3 when completing a treatment and rehabilitation plan.
Merit: Demonstrates an understanding of the treatment methods used when completing a treatment and rehabilitation plan based on research from LO2 and LO3.
Distinction: Demonstrates a consistent and detailed understanding of the treatment methods used when completing a treatment and rehabilitation plan based on research from LO2 and LO3.
Delivery and Assessment:
The learner must design a safe and appropriate treatment and rehabilitation plan for 2 contrasting sports injuries. The treatment plan should commence from the point of injury taking place, to the point where the athlete returns to competitive sport. The rehabilitation plan must consider the following 5 stages: • acute stage • re-establishing functional activity • strengthening exercises • ongoing treatments • gradual increase in activity. The learner must give clear examples as to what treatment will take place during each phase. They should also show consideration to: • stretching (passive, active, proprioceptive neuromuscular facilitation (PNF)) • strengthening and co-ordination exercises • psychological considerations (goal setting, need for motivation). The learner must also provide a description as to why recording documentation and tracking of treatments are important throughout the rehabilitation stage.
Types of evidence:
Evidence could include: • treatment and rehabilitation plan • report • presentation.

Sport development (L/508/4598)

Unit summary	In this unit learners will develop their knowledge of the principles of sports development. Learners will look at the barriers to participation and the initiatives used to increase participation in sport. Learners will look at the structure and roles of sports development providers in the UK, and study sports development in practice.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand key concepts in sports development.

The learner must:

- describe examples of the sports development continuum, from different sports
- describe barriers to participation for individuals for a specific target group at different levels of the sports development continuum.

Grading descriptors:
Pass: Describes the sports development continuum and the barriers to participation for a specific target group.
Merit: Describes the sports development continuum and the barriers to participation for a specific target group, using appropriate specialist language in context.
Distinction: Describes the sports development continuum and the barriers to participation for a specific target group, correctly applying specialist language in context.
Delivery and Assessment:
Learners must describe examples of the sports development continuum of 4 different sports, selecting a different level of performance for each. Different levels of performance must cover foundation, participation, performance and excellence. Learners must describe barriers to participation for a specific target group for example: • women • young people • older people • disabled people • people from ethnic minority backgrounds.

Sport development (L/508/4598) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners must describe the possible barriers to participation. These barriers could be • cultural • social • economic • educational • historical factors. Learners must also include barriers for the specific target group to progressing through the sports development continuum.
Types of evidence:
Evidence could include: • report • assignment • presentation.

Sport development (L/508/4598) (cont'd)

Learning outcome 2

The learner will:

Understand sports development in practice.

The learner must:

- describe different sports development initiatives.

Grading descriptors:
Pass: Makes reasoned conclusions on the strengths and weaknesses of the different sports development initiatives based on appropriate information.
Merit: Makes reasoned and balanced conclusions on the strengths and weaknesses of the different development initiatives based on the information, for example weighs up the pros and cons and then decides and explains why.
Distinction: Makes well-reasoned and balanced conclusions on the strengths and weaknesses of development initiatives which inform future developments.
Delivery and Assessment:
The learners must identify 2 local and 2 national sport development initiatives and their purpose. Learners must describe and review the local or national sports development initiatives and related development and/or legacy programmes. Factors to consider could include: • the rationale • impact • costs • target groups • resources. Learners must describe the parties and the roles of those involved, for example: • local authority sports development • national governing bodies • voluntary clubs • partnerships • schools • the areas covered (for example target groups, sports-specific and location). Appropriate information could refer to the description of the initiatives. Inform future developments could refer to how they would improve the initiatives.
Types of evidence:
Evidence could include: • report • assignment • presentation • web pages.

Sport development (L/508/4598) (cont'd)

Learning outcome 3

The learner will:

Produce a sports development initiative.

The learner must:

- design a sports development initiative for a specific target group
- present a sports development initiative for a specific target group.

Grading descriptors:
Pass: The sports development initiative and presentation will show application of some specialist skills.
Merit: The developed sports development initiative and presentation will show effective application of specialist skills.
Distinction: The developed sports development initiative and presentation will show consistent effective application of specialist skills.
Delivery and Assessment:
The learner must design a sports development initiative for a specific target group. This could be linked to a specific sport at a specific level. The learner may choose a local or national initiative and could base their development programme on a future major sporting event (real or imagined) within the UK. The development programme will include: • rationale • impact • costs • target groups • resources. Learners must then present their development programme. This could be to their tutor, but, if possible, a professional, working within sports development. Specialist skills could refer to the learner putting the plan together and relevant research which informs the plan. Effective application could refer to the delivery of the pitch, which sells the initiative, with effective presentation skills.
Types of evidence:
Evidence could include: • development programme • report • presentation • professional discussion.

Sport development (L/508/4598) (cont'd)

Learning outcome 4

The learner will:

Review the sport development initiative for a specific target group.

The learner must:

- review their own performance in planning and presenting the initiative
- consider the strengths and areas for improvement of the development programme.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on appropriate information.
Distinction: Makes well-reasoned and balanced conclusions which inform future developments.
Delivery and Assessment:
Learners must review the development initiative, including a self-reflection of their own performance in the planning, production, and presentation of the development initiative. They must describe any strengths and/or weaknesses of their development initiative, identified through self-reflection or based on feedback from their presentation. Learners could describe any improvements that may be made to inform any future developments. This could be done in the form of a strengths, weaknesses, opportunities and threats (SWOT) analysis or a reflective journal.
Types of evidence:
Evidence could include: • report • witness observation reports • professional discussion • reflective journal.

Leadership in sport (R/508/4599)

Unit summary	Learners will understand the qualities, characteristics, and roles of effective sports leaders. They will understand the importance of psychological factors in leading sports activities. Learners will plan and lead their own sports activity session, reviewing its effectiveness.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the qualities, characteristics and roles of effective sports leaders.

The learner must:

- describe the qualities, characteristics and roles common to effective sports leaders.

Grading descriptors:
Pass: Supports all points about effective sports leaders with some sophisticated examples.
Merit: Supports all points about effective sports leaders with sophisticated examples and some appropriate comparisons between different coaches highlighting roles, characteristics, and qualities.
Distinction: Supports all points about effective sports leaders with sophisticated examples and appropriate comparisons between different coaches highlighting roles, characteristics, and qualities.
Delivery and Assessment:
Learners must describe the qualities of leaders which could include: • knowledge of sport skills • knowledge of rules and laws • understanding the mental needs of participants • understanding the physical needs of participants. Learners must describe the characteristics of leaders, which could include: • objectivity • patience • persistence • empathy • approachability • consistency • goal-focused • committed • attentive • empowering.

Leadership in sport (R/508/4599) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Roles could include: • organiser • motivator • guardian • teacher • instructor • psychologist • trainer • role model. The learner must use examples of different coaches to support their points.
Types of evidence:
Evidence could include: • report or presentation • web pages • leaflet or brochure • poster • case studies • person profiles.

Leadership in sport (R/508/4599) (cont'd)

Learning outcome 2

The learner will:

Understand the importance of psychological factors in the leading of sports activities.

The learner must:

- describe the psychological factors that are important in the leading of sports activities.

Grading descriptors:
Pass: Uses information about psychological factors from a specialist source and communicates it in own words.
Merit: Uses information about psychological factors found in different formats from at least 2 specialist sources and communicates it, mostly accurately, in own words.
Distinction: Uses information about psychological factors appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates it in own words.
Delivery and Assessment:
The learner must describe the following factors and how they can affect performance when leading sports activities: • cohesion (group/team cohesion, size, stability, similarity, membership) • Tuckman's stages of group development (forming, storming, norming and performing) • development of cohesion in a group/team • social loafing • the Ringelmann effect • personality theories • confidence, self-concept, and self-esteem • the effects and types of motivation, for example extrinsic, intrinsic • the effect of stress, anxiety and arousal.
Types of evidence:
Evidence could include: • report or presentation • professional discussion • assignment • web pages • research file.

Leadership in sport (R/508/4599) (cont'd)

Learning outcome 3

The learner will:

Plan and lead a sports activity.

The learner must:

- produce a risk assessment for a selected sports activity
- produce a plan for leading a selected sports activity
- lead a selected sports activity.

Grading descriptors:
Pass: Completes the risk assessment, the plan, and the session for a selected sports activity.
Merit: Completes the risk assessment, the plan, and the session mostly accurately for a selected sports activity.
Distinction: Completes the risk assessment, the plan, and the session accurately and meets all the requirements for a selected sports activity.
Delivery and Assessment:
Within the risk assessment the learner must include: • hazards • who might be affected • likelihood of occurrence • severity • risk rating • measures to minimise • considerations, for example risks relating to locations • activities • equipment • participants • leaders. The learner could use an organisation's risk assessment template or one from the Health and Safety Executive to complete this. The activities that could be delivered include: • basic sports coaching • modified activities for special populations (crab football, short tennis, mini basketball) • fitness sessions (circuit training, exercise to music, water aerobics) • outdoor and adventurous activities.

Leadership in sport (R/508/4599) (cont'd)

Learning outcome 3 (cont'd)

Delivery and Assessment:
The session plan must have clear aims and objectives and show consideration of: • participants, for example number, ability, needs, age, and gender • resources that are needed for the session for example human, physical and fiscal. The learner must also include the following: • a risk assessment • emergency procedures and contingencies • documentation that will be used to collect feedback on the session. When delivering a session, the learner should consider all elements that were included within the plan. Tutors must observe the learner leading their session with a suitable group or individual as appropriate. Video recordings of sessions or observational checklists could be used as supporting evidence of this activity.
Types of evidence:
Evidence must include: • risk assessment • session plan • observation record • audio-visual. Evidence could include: • feedback from participants or others.

Leadership in sport (R/508/4599) (cont'd)

Learning outcome 4

The learner will:

Review the sports or physical activity session.

The learner must:

- review the performance of participants, within the activity, identifying strengths and areas for improvement
- review own performance in the planning and leading of the sports activity, identifying strengths and areas for improvement.

Grading descriptors:
Pass: Makes reasoned conclusions about the sport or physical activity session based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on appropriate information.
Distinction: Makes well-reasoned and balanced conclusions which inform future developments.
Delivery and Assessment:
The review must confirm whether the aim and objectives of the session were completed and must review the contribution of participants within the activity, identifying any strengths and areas for improvement. To review their own performance in the planning and leading of the session, the learner could use feedback from participants, observers, peers, or assessors, to identify strengths and any areas for development. The learner could use a SWOT analysis to support their development.
Types of evidence:
Evidence could include: • report or presentation • participant feedback • observation reports • SWOT analysis.

Analysis of sports performance (A/508/4600)

Unit summary	In this unit learners will understand the factors that influence the performance of an athlete. Learners will analyse the performance of a selected athlete and provide feedback to the athlete based on this assessment. Learners will understand the importance of observing, analysing and evaluating sports skills and techniques
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the analysis methods and performance profile of a sporting activity.

The learner must:

- understand the different types of analysis methods
- describe the performance profile of a selected sporting activity
- describe the factors that may influence the performance of an athlete
- explain methods of analysis.

Grading descriptors:
Pass: Describes issues of current practice for a selected sporting activity.
Merit: Describes issues of current practice for a selected sporting activity using appropriate specialist language in context.
Distinction: Describes issues of current practice for a selected sporting activity using correctly applied specialist language in context.

Delivery and Assessment:
Learners must describe analysis methods: • notation • use of film • use of performance analysis software and apps • observational analysis • sports science analysis (biomechanical, use of equipment, data collection, physical and psychological). Learners must describe the performance profile of a selected sporting activity. This profile could be based on: • an individual sport (for example, pole vault, hurdling, tennis) • a specific position (for example, goalkeeper, wing attack) • a specific action (for example, table tennis serve, long jump take off).

Analysis of sports performance (A/508/4600) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:

Learners must describe the performance profile within a range of key aspects of performance, these are technical and tactical, for example:
 	
• shooting
• crossing
• catching
• passing
• tackling
• heading
• dribbling
• striking
• positional play
• style of play
• physical:
  ○ health- and sports-related fitness:
  ▪ aerobic and anaerobic endurance
  ▪ strength
  ▪ flexibility
  ▪ agility
  ▪ power
  ▪ speed
  ▪ muscular endurance
• physiological responses:
  ○ heart rate
  ○ warm-up
  ○ cool-down
  ○ lung function
• psychological factors that influence sports performances:
  ○ motivation
  ○ anxiety
  ○ arousal
  ○ attention
  ○ confidence
  ○ aggression
  ○ relaxation
  ○ concentration
• biomechanical:
  ○ linear displacement
  ○ velocity of release.

Delivery and Assessment:
Learners will describe factors that may influence the performance of an athlete and should use factors that are both intrinsic and extrinsic. Intrinsic factors could include the performer's: • age • health • diet • previous training • motivation • confidence • current ability level. Extrinsic factors could include group dynamics, group cohesion, temperature, and the time of day.
Types of evidence:
Evidence could include: • report • presentation.

Analysis of sports performance (A/508/4600) (cont'd)

Learning outcome 2

The learner will:

Understand the purpose and resources required for analysing different levels of sporting performance.

The learner must:

- explain the purposes of analysing levels of sports performance
- explain the resources required for analysis
- describe appropriate methods and techniques for different sports and activities.

Grading descriptors:
Pass: Describes current practice.
Merit: Describes current practice, using appropriate specialist language in context.
Distinction: Describes current practice, correctly applying specialist language and offering evaluation.
Delivery and Assessment:
Learners must explain the purpose of, and the resources required for, analysis at 2 different levels of sports performance. The levels of performance should be selected from: • foundation, for example school children, beginners • participation, for example Saturday league player, out-of-school club • performance, for example county or national standard • elite, for example Olympic/world-class athlete/professional. Learners must explain the purpose of performance analysis within the 2 selected levels. This could be talent identification, monitoring current fitness level, identification of strengths and areas for improvement within the individual's performance, performance assessment, recovery after injury, assessment of health status, squad selection and goal setting. The learner must describe the resources that could be used to support this assessment for example: • fiscal • equipment • IT software • time • facilities • human • scientific support • equipment.
Types of evidence:
Evidence could include: • report • presentation • poster • leaflet • case studies.

Analysis of sports performance (A/508/4600) (cont'd)

Learning outcome 3

The learner will:

Produce an analysis of a sporting performance of a selected athlete.

The learner must:

- produce an assessment of a selected athlete undertaking sporting activity using components of their performance profile.

Grading descriptors:
Pass: The analysis of the sporting performance will show application of some specialist skills.
Merit: The analysis of the sporting performance will show the effective application of specialist skills.
Distinction: The analysis of the sporting performance will show consistent effective application of specialist skills.
Delivery and Assessment:
Learners must produce an assessment of a selected athlete or team undertaking a sporting activity using 3 components of their performance profile. Learners must conduct several practical assessments that could be supported with data sheets, results and observation reports. Learners are required to select 3 component areas and could use the following data collection techniques: • technical and tactical (notational analysis, tally charts) • physical (multi-stage fitness test, repeated anaerobic sprint test) • motor (T-run, Illinois agility run) • physiological (heart rate monitor, peak flow) • psychological (interviews, questionnaires) • biomechanical (recording). Part of this assessment could be an observation of the learners conducting tests on selected individuals. Assessors may use video recordings or observational checklists as supporting evidence for this assessment.
Types of evidence:
Evidence could include: • report • presentation • observation report • audio/visual evidence.

Analysis of sports performance (A/508/4600) (cont'd)

Learning outcome 4

The learner will:

Review performance and provide feedback.

The learner must:

- review performance
- provide feedback to the athlete(s).

Grading descriptors:
Pass: Makes reasoned conclusions about performance based on appropriate information.
Merit: Makes reasoned and balanced conclusions about performance based on appropriate information.
Distinction: Makes well-reasoned conclusions about performance which informs future developments.
Delivery and Assessment:
Learners must provide feedback to the athlete based on the assessment of their performance. Feedback to the performer should be SMART. All targets that have been set should be short-, medium- and long-term. Within the feedback the learners must provide the athlete with recommendations of how to improve; these could include skills training, training for specific components of fitness, technique coaching specific to movement or psychological training.
Types of evidence:
Evidence could include: • feedback report • observation • data • video/audio.

Ethics and values in sport (F/508/4601)

Unit summary	In this unit learners will understand the principles of ethical practices within sport. Learners will understand the ethical considerations of performance enhancing drug use within sport. Learners will recognise the ethical issues for sports organisations and businesses and will explore the impact of ethical issues on sporting organisations or businesses.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the principles of ethical practice within sport.

The learner must:

- describe the ethical principles, values and fair play in relation to sport
- explain how ethical practices can affect sport.

Grading descriptors:
Pass: Supports all points with some sophisticated examples of ethical and non-ethical practices in sport.
Merit: Supports all points with sophisticated examples and some appropriate comparisons of ethical and non-ethical practices in sport.
Distinction: Supports all points with sophisticated examples and appropriate comparisons of ethical and non-ethical practices in sport.
Delivery and Assessment:
The learner must explore and describe the ethical principles and values commonly associated with participation in sport, such as: • respect • fair play • honesty • loyalty • friendship • responsibility • equality (for example equal pay, racism).

Ethics and values in sport (F/508/4601) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
The learner must give examples of ethical and non-ethical practices in sport, using real life examples wherever possible. The learner must explain the positive and negative impact of ethics and values upon sports performers, coaches, organisations and clubs. The learner must explain why the ethics and values of all parties involved could have a negative or positive effect within their sport. Negative could include sponsorship withdrawals, reduced mainstream broadcasting, and reduced funding. Positive could include increased positive publicity, increased sponsorship and increased participation rates.
Types of evidence:
Evidence could include: • report • assignment • professional discussion • presentation • case studies.

Ethics and values in sport (F/508/4601) (cont'd)

Learning outcome 2

The learner will:

Understand the ethical considerations of performance enhancing drugs in sport.

The learner must:

- outline different types of drugs that enhance sports performance and their effects
- recognise the arguments for and against the legislation of performance enhancing drugs in sport.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the information; for example weighs up pros and cons.
Distinction: Makes well-reasoned and balanced conclusions which inform future developments.
Delivery and Assessment:
The learner must outline the different types of drugs used to enhance sports performance and their effects. These should include: • lean mass builders • stimulants • painkillers • sedatives • blood boosters • masking drugs. The learner should use and check the World Anti-Doping Agency (WADA) website for the most up to date information regarding this area, as this information changes at the start of each year. The learner must explain the arguments for and against the legalisation of, or the continued banning of the drugs. The learner could highlight: • possible health risks associated with performance enhancing drugs • cost • injury potential • unfair/fair playing field • history within sport • regulation and administering • skill and training of players and individuals • reliability and trust within the sport. The learner must make conclusions based on the arguments formed. They could develop this by describing possible future developments within drug testing, such as genetic therapy.

Ethics and values in sport (F/508/4601) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence could include: • report • assignment • professional discussion • presentation • case studies.

Ethics and values in sport (F/508/4601) (cont'd)

Learning outcome 3

The learner will:

Recognise ethical issues for sports organisations and businesses.

The learner must:

- explain the ethical issues that sports organisations must consider in their operational activities
- describe the advantages of positive ethical practices for a sports business.

Grading descriptors:
Pass: Supports all points with some sophisticated examples of ethical practices in sport.
Merit: Supports all points with sophisticated examples and some appropriate comparisons of ethical practices in sport.
Distinction: Supports all points with sophisticated examples and appropriate comparisons of ethical practices.
Delivery and Assessment:
The learner must consider a sporting organisation or business that has been affected by ethical issues. These could include: • governing bodies • sports manufacturers • sports retailers • sports clubs The learner could consider the golden triangle relationship between sport, the media and sponsorship. Learners could consider how the triangle represents this commercial and enterprising nature of sport and how it varies enormously for different sports and sports events. The learner could also consider why the ethics and values of all parties involved could have a negative or positive effect within their sport. Negatives could include sponsorship withdrawals, reduced mainstream broadcasting, and reduced funding. Positives could include increased positive publicity, increased sponsorship, and increased participation rates. The learner must describe the advantages of positive ethical practices to sports businesses, considering the following: • customers • employees • investors.

Ethics and values in sport (F/508/4601) (cont'd)

Learning outcome 3

Types of evidence:
Evidence could include: • report • assignment • professional discussion • presentation • case studies.

Ethics and values in sport (F/508/4601) (cont'd)

Learning outcome 4

The learner will:

Explore the impact of ethical issues on a sporting organisation or business.

The learner must:

- research sporting organisations or businesses affected by ethical issues
- prepare and present a report on a sporting organisation or business and the ethical issues that affect it.

Grading descriptors:
Pass: Refers to research from previous learning outcomes.
Merit: Demonstrates an understanding/use of research from previous learning outcomes.
Distinction: Demonstrates a consistent and detailed understanding/use of research from previous learning outcomes.
Delivery and Assessment:
The learner must research and then select a sporting organisation or business that has been affected by ethical issues. These could include: • governing bodies • sports manufacturers • sports retailers • sports clubs. The learner must prepare and present a report that outlines the ethical issues that affect the organisation. These ethical issues should cover those discussed in the previous learning outcomes and could include drugs and fair play, as well as some of the key issues from learning outcome 3 such as corruption, sustainability, sponsorship or equality, for instance.
Types of evidence:
Evidence must include: • report • presentation • case studies • web pages • media reports.

Business in sport (J/508/4602)

Unit summary	In this unit learners will understand the nature of businesses in the sport and activity sector. Learners will understand influences affecting sports businesses and what makes a sports business successful. Learners will undertake market research and will produce a promotional plan for a selected sports business.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the nature of business in the sport and physical activity sector.

The learner must:

- describe the characteristics of businesses in the sport sector
- explain the contribution of sports businesses to the economy.

Grading descriptors:
Pass: Uses information from a specialist source about businesses in the sport and physical activity sector and communicates it in own words.
Merit: Uses information about businesses in the sport and physical activity sector found in different formats from at least 2 specialist sources and communicates it mostly accurately in own words.
Distinction: Uses information about businesses in the sport and physical activity sector appropriately taken from a wide range of specialist sources, in different formats and accurately communicates it in own words.
Delivery and Assessment:
The learner must describe the characteristics of a variety of businesses in the sport and physical activity sector covering the following sector areas: • public sports and leisure clubs • private sports and leisure clubs • professional sports clubs • amateur or voluntary sports clubs • coaching services • health and fitness facilities • outdoor and adventurous activity centres • retail sales • product manufacturing.

Business in sport (J/508/4602) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
The learner must describe the following types of business, giving real examples of these types of business where possible: • sole trader • partnerships • private limited companies • public limited companies • franchises • nationalised industry. The learner must explain how these businesses contribute to and benefit the local economy and wider economy. Formats and sources include websites, textbooks and specialist magazines.
Types of evidence:
Evidence could include: • research project • report • presentation • guide/leaflet • assignments • case studies • web pages.

Business in sport (J/508/4602) (cont'd)

Learning outcome 2

The learner will:

Understand influences affecting sports businesses and what makes a sports business successful.

The learner must:

- describe the legal influences affecting sports businesses
- describe a basic cash flow for a sports business
- recognise what it is that makes a sports business successful.

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice, using appropriate specialist language in context.
Distinction: Describes issues of current practice, correctly applying specialist language in context.
Delivery and Assessment:
The learner must describe legal influences on a sports business and should consider issues that relate to specific industries and the general legal issues. The learner must describe the following, and should give examples from a sport and active leisure context where possible: • Companies Act (1989) • Partnership Act (1890) • Fair Trading Act (1973) • Health and Safety at Work Act (1974) • employment laws • licensing • insurance • planning permission and local byelaws. The learner must explain the purpose of projected cash flow and describe a basic cash-flow for a selected sports business, which should include the following elements: • cash inflows and outflows • capital • sales • loans • timing of inflows • purchases • loan repayments • wages • rent • promotion costs • determine working capital requirements.

Business in sport (J/508/4602) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
The learner must describe what makes a successful sports business and should explain the elements within a business that could be used to measure its success; these could include: • income • profit • growth • sustainability • customer satisfaction • staff satisfaction • achieving key performance indicators (KPIs) and aims.
Types of evidence:
Evidence could include: • research project • report • assignment • case studies.

Business in sport (J/508/4602) (cont'd)

Learning outcome 3

The learner will:

Undertake market research for a selected sports business.

The learner must:

- plan market research for a selected sports business
- conduct market research for a selected sports business, recording and interpreting results.

Grading descriptors:
Pass: Completes a marketing plan and conducts market research for a selected sports business.
Merit: Completes a marketing plan and conducts market research mostly accurately for a selected sports business.
Distinction: Completes a marketing plan and conducts market research accurately, meeting all of the requirements, for a selected sports business.
Delivery and Assessment:
The learner must review the marketing activities of a selected sports business. This could include: • the type of marketing used • media used (for example magazine, television, newspapers, social media) • dates and time • target audience. The learner must also describe the sales promotion used, for example: • leaflets • taster sessions • open days • offers • price. The learner will plan market research for a selected sports business. Within their plan, methods that could be used to conduct market research should be investigated, including primary and secondary sources of research. The learner must choose the most relevant type of research for the selected business, such as surveys, questionnaires, product testing or recording. Learners should also consider the survey design, length of survey, questions to be asked, for example: • sequencing • dichotomous • multiple-choice • scaled • open-ended.

Business in sport (J/508/4602) (cont'd)

Learning outcome 3 (cont'd)

Delivery and Assessment:
Within their research planning the learner should consider: • customer knowledge • competitors • the market environment • demand and trends • opportunities for development • pricing strategies. The learner should also consider: • sample size • location of sample • time of sampling • implications of different samples • the cost • the accuracy of the information that they will collect. The learner must then use their market research plan to conduct market research for a selected sports business.
Types of evidence:
Evidence must include: • research project • report • market research questionnaire • market research responses.

Business in sport (J/508/4602) (cont'd)

Learning outcome 4

The learner will:

Produce a promotional plan for a sports business.

The learner must:

- use market research to develop a promotional plan for a sports business.

Grading descriptors:
Pass: Refers to research from LO3.
Merit: Demonstrates an understanding/use of research from LO3.
Distinction: Demonstrates a consistent and detailed understanding/use of research from LO3.
Delivery and Assessment:
The learner must produce a promotional plan for a selected sports product or service, drawing on market research that has been completed. The learner must develop the promotional objectives, highlight promotional opportunities and identify resources required. They must also identify the characteristics of the target market and the availability of promotional methods. Learners should select the most suitable publicity method, for example: • press release • feature article • magazine • radio • podcast • captioned photograph • television.
Types of evidence:
Evidence must include: • promotional plan.

Sport and exercise massage (L/508/4603)

Unit summary	In this unit learners will understand the effects and benefits of sports massage. Learners will produce a treatment plan for an athlete and use appropriate massage techniques throughout the treatment. Learners will review the treatment plan and their own performance to suggest further treatment opportunities and areas for own improvement.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the effects and benefits of sport and exercise massage.

The learner must:

- describe the effects and benefits
- explain the different contexts of massage.

Grading descriptors:
Pass: Describes the effects and benefits of sport and exercise massage, including the contexts in which it can be applied.
Merit: Describes the effects and benefits of sports and exercise massage, including the contexts in which it can be applied, using appropriate specialist language in context.
Distinction: Describes the effects and benefits of sport and exercise massage, including the context in which it can be applied, correctly applying specialist language in context.

Sport and exercise massage (L/508/4603) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:

Learners must describe the effects of sport and exercise massage, which must include:
 	
• physical and mechanical effects:
  ○ blood and lymphatic circulation
  ○ tissue permeability
  ○ stretching of muscle fibres
  ○ reducing and remodelling of scar tissue
  ○ opening micro-circulation.
• physiological effects:
  ○ vasodilation - increased blood flow
  ○ pain gate theory.
• psychological effects:
  ○ reduced stress levels
  ○ enhanced wellbeing
  ○ relaxation
  ○ stimulation.
 	
Learners must also describe the contexts in which sports and exercise massage may be used which include:
 	
• pre-event
• inter-event
• post-event
• maintenance
• corrective purposes.
 	
Learners must include the benefits for each context and the different considerations in terms of application, for example:
 	
• speed
• depth
• expected outcome.

Types of evidence:
Evidence could include: • report or assignment • poster • presentation.

Sport and exercise massage (L/508/4603) (cont'd)

Learning outcome 2

The learner will:

Understand the roles of sport and exercise massage professionals.

The learner must:

- describe the roles of sport and exercise massage professionals
- explain the contra-indications to sport and exercise massage
- explain the legal responsibilities of a sports massage practitioner.

Grading descriptors:
Pass: Describes the roles and legal responsibilities of sport and exercise massage professionals.
Merit: Describes the roles and legal responsibilities of sport and exercise massage professionals, using appropriate specialist language in context.
Distinction: Describes the roles and legal responsibilities of sport and exercise massage professionals, correctly applying specialist language in context.

Delivery and Assessment:

Learners must describe the role of the sport and exercise massage professional which must include:
 	
• conducting subjective and objective assessments
• identification of contra-indications
• providing massage in different contexts (pre, post, inter event, maintenance and corrective)
• reassessment of clients
• providing of aftercare advice.
 	
Learners must explain the categories of contra-indications to massage treatments and the actions to take, giving examples of conditions that will fall into each category, for example:
 	
• total contraindication:
  ○ fevers
  ○ contagious diseases
  ○ under the influence of drugs or alcohol
  ○ recent operation or acute injuries
  ○ neuritis
  ○ skin diseases
• local contraindication (where massage can be given but not over an affected area):
  ○ varicose veins
  ○ undiagnosed lumps or bumps
  ○ pregnancy
  ○ bruising
  ○ cuts
  ○ abrasions
  ○ sunburn
  ○ arthritis
  ○ undiagnosed pain
  ○ inflammation

Sport and exercise massage (L/508/4603) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:

• medical contraindications (where a doctor needs to provide permission for this to occur):
  ○ cardio-vascular conditions (thrombosis, phlebitis, hypertension, heart conditions)
  ○ any condition already being treated by a medical practitioner
  ○ oedema
  ○ psoriasis or eczema
  ○ high blood pressure
  ○ osteoporosis
  ○ cancer
  ○ nervous or psychotic conditions
  ○ heart problems
  ○ angina
  ○ people with pacemakers
  ○ Epilepsy
  ○ diabetes
  ○ Bell's Palsy
  ○ trapped or pinched nerves
  ○ gynaecological infections.
 	
Learners must explain the legal responsibilities of a sports massage practitioner, including:
 	
• gaining client consent prior to giving treatment(s)
• completing a criminal record check with the DBS (Disclosure and Barring Service)
• keeping detailed and accurate records
• confidentiality
• insurance requirements to be able to practise as a sport and exercise masseur.

Types of evidence:
Evidence could include: • report • presentation • worksheets • leaflet/poster.

Sport and exercise massage (L/508/4603) (cont'd)

Learning outcome 3

The learner will:

Identify sport and exercise massage requirements of athletes and demonstrate appropriate massage techniques.

The learner must:

- undertake pre-treatment consultations on different athletes
- identify contraindications to massage treatment
- produce a treatment plan
- use appropriate sport and exercise massage techniques on athletes.

Grading descriptors:
Pass: Pre-treatment consultation, the treatment plan and massage techniques will show the application of some specialist skills when completing the client record card/record of consultation and the sport and exercise massage.
Merit: Pre-treatment consultation, the treatment plan and massage techniques will show the effective application of specialist skills when completing the client record card/record of consultation and the sport and exercise massage.
Distinction: Pre-treatment consultation, the treatment plan and massage techniques will show the consistent effective application of specialist skills when completing the client record card/record of consultation and the sport and exercise massage.
Delivery and Assessment:
Learners must carry out pre-treatment consultation (subjective and objective) on 2 contrasting athletes. The context of the treatment can be chosen from a pre, post, inter, maintenance or corrective context and must be different for each athlete. Learners must be able to identify any contraindications (if applicable) and the area for treatment for example anterior, posterior, legs, upper back, lower back, shoulders, neck. They must also identify basic injuries for example haematoma, muscle tear, tendon injuries, inflammation, ligament injuries. As part of the pre-treatment assessment, learners must complete client record cards/record of consultation. The client record card or record of consultation must include: • subjective information for example client expectation of treatment, the athlete's presenting condition • objective assessment for example initial observations, posture assessment, palpation and range of motion findings • aims and objectives of the treatment • proposed treatment including area and techniques • mediums to be used • post treatment reassessment • after-care advice.

Sport and exercise massage (L/508/4603) (cont'd)

Learning outcome 3 (cont'd)

Delivery and Assessment:
Learners must demonstrate safe and effective massage on at least 2 contrasting clients, show effective use of different techniques, for example effleurage, petrissage, frictions, tapotement, vibrations. Learners must: • use correct application of techniques • maintain correct posture to facilitate effectiveness of treatment • protect self from injury for example correct posture, reinforcement of digits • use a suitable medium • work within an appropriate time frame • demonstrate an appropriate client/therapist rapport • maintain optimal personal hygiene throughout the treatment and ensure this is thoroughly demonstrated during the practical performance.
Types of evidence:
Evidence must include: • client record cards • observation reports. Evidence could include: • video • audio-visual • role play.

Sport and exercise massage (L/508/4603) (cont'd)

Learning outcome 4

The learner will:

Review sport and exercise massage sessions.

The learner must:

- review the treatment plan for the athletes
- review own sport and exercise massage techniques.

Grading descriptors:
Pass: Draws up an action plan in relation to feedback received, which has some links to the treatment plan and massage.
Merit: Draws up an action plan in relation to feedback received, which is clearly linked to the treatment plan and massage.
Distinction: Draws up a comprehensive action plan in relation to feedback received which is clearly linked to the treatment plan and massage.
Delivery and Assessment:
Learners must review the sport and exercise massage treatment by gaining feedback from the athletes, self-reflection and feedback from the tutor. Learners must review their treatment plan and treatment performance, including application (speed, depth, rate) and effectiveness, outcomes and rapport/relationship with the athletes. Learners must identify areas for improvement and changes they could make to the treatment plan and subsequent treatments.
Types of evidence:
Evidence must include: • client feedback • tutor feedback • review.

Organising sports events (R/508/4604)

Unit summary	This unit gives learners the opportunity to investigate the industry of sports events and event management. Learners will plan, market, deliver and review an event, giving them a realistic vocational experience within this field.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand different types of sports events.

The learner must:

- describe different types of sports events and their purpose.

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons
Delivery and Assessment:
Learners must describe different types of sports events and investigate the different formats that occur within the sports environment. For example, competitions, tournaments, training camps, coaching courses, sponsored events, field trips, expeditions and outdoor activity. Learners could compare key aspects of 2 different sporting events, highlighting their suitability and purpose. Learners must also investigate the possible purposes of these events for example: • educational • environmental • development of participants (physical, social or personal) • social inclusion • fundraising.
Types of evidence:
Evidence could include: • report • presentation.

Organising sports events (R/508/4604) (cont'd)

Learning outcome 2

The learner will:

Understand the roles and responsibilities of people involved in planning and delivering sports events.

The learner must:

- describe the roles and responsibilities of individuals involved in planning and delivering sports events.

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: No Distinction for this learning outcome.
Delivery and Assessment:
Learners must describe roles and responsibilities of individuals involved in planning and delivering different sports events. Learners could also make comparisons between different roles within a sporting event itself and the differences between the same role in different events. Examples of roles could include: • co-ordinator • chairperson • secretary • finance officer • publicity officer • marketing officer • steward • officials • specialist coach or trainer. Examples of responsibilities could include: • logistics • contingency planning • equipment • health and safety • liaison • stewarding • marketing • implementation of rules/laws • publicity • raising finances.

Organising sports events (R/508/4604) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence could include: • report • presentation • case study.

Organising sports events (R/508/4604) (cont'd)

Learning outcome 3

The learner will:

Prepare and deliver a sports event.

The learner must:

- prepare a sports event
- undertake promotional activities for the sports event
- deliver a sports event.

Grading descriptors:
Pass: Completes a series of complex tasks following a realistic brief.
Merit: Completes a series of tasks mostly accurately following a realistic brief.
Distinction: Completes a series of complex tasks accurately and meets all the requirements of the realistic brief.
Delivery and Assessment:
Learners must create a plan for a sports event, which could include the following elements: • event aims • target group • venue • resources • roles and responsibilities • health and safety • cost and fees • contingencies. This could be completed as part of a group task. It should be clear from the assessed work where each learner has contributed to the plan. Learners must produce material suitable for promoting the sports event including key information such as time, location, date and cost. Learners should consider suitability for the audience, placement and impact, in the design of their promotional material.

Organising sports events (R/508/4604) (cont'd)

Learning outcome 3 (cont'd)

Delivery and Assessment:
Learners must select the most suitable method to advertise the event, for example: • advertisements • posters • flyers • media screens within selected organisations • social media • radio • leaflets. Learners must deliver the sports event, ensuring that they carry out their own role and responsibilities effectively before and during the event. Learners should ensure that the event is operating in accordance with the plan. Assessors could use observation reports, supported with video recordings of the event.
Types of evidence:
Evidence must include: • plan of event • report • promotional materials. Evidence could include: • observation reports • minutes of meetings • copies of emails • audio-visual.

Organising sports events (R/508/4604) (cont'd)

Learning outcome 4

The learner will:

Review the planning, promotion and delivery of a sports event.

The learner must:

- review own performance, identifying strengths and areas for improvement.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the information.
Distinction: Makes well-reasoned and balanced conclusions which inform future developments.
Delivery and Assessment:
Learners must review the planning and delivery of a sports or physical activity session, identifying strengths and areas for improvement. The review must confirm that the aim and objectives of the session were completed and must review the contribution of the team within throughout. The learner must review their own performance in the planning, promotion and delivery of the event. The learner could use feedback from participants, observers, peers or assessors, identifying strengths and any areas for development. Learners could use a strengths, weakness, opportunities, threats (SWOT) analysis to support their development.
Types of evidence:
Evidence could include: • report • audio/visual • observation reports.

Research project in sport and exercise sciences (Y/508/4605)

Unit summary	This unit will allow learners to develop skills, knowledge and understanding to be able to undertake a research project. Throughout this unit, learners will develop and enhance their planning, research and investigative skills.
Total unit time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	This unit is graded

Learning outcome 1

The learner will:

Understand the mechanics, planning and implementation considerations for a sport science-based or exercise science-based research project.

The learner must:

- understand the structure and format of research projects
- explain methods of data collection and analysis
- outline ethical and legal requirements.

Grading descriptors:
Pass: Explains possible solutions to plan a sport science or exercise science-based research project.
Merit: Explains effective solutions to plan a sport science or exercise science-based research project.
Distinction: No Distinction for this learning outcome.
Delivery and Assessment:
Learners must plan a sport science-based or exercise science-based research project in an area of their choice. Within the plan, learners must: • outline a proposed title • state the aims and objectives of the project • make reference to the scope of the project • provide evidence of due regard for ethical and legal considerations • provide the research design • sample and name appropriate data collection and data analysis methods. Learners must understand the restrictions within their specific institution in order to meet the requirements of the unit.
Types of evidence:
Evidence could include: • research project plan • Gantt chart (or similar).

Research project in sport and exercise sciences (Y/508/4605) (cont'd)

Learning outcome 2

The learner will:

Undertake a sport science-based or exercise science-based research project.

The learner must:

- undertake sport science-based or exercise science-based research
- research and record data from the research project.

Grading descriptors:
Pass: Investigates complex technical problems, trying out several possible solutions.
Merit: Some complex, technical problems are resolved.
Distinction: Complex, technical problems are effectively resolved.
Delivery and Assessment:
Learners must carry out sport science-based or exercise science-based research, selecting the most appropriate resources to conduct the research. Learners must consider the following aspects when planning their project: • check availability and book resources and facilities as required • ensure familiarity with research techniques • familiarity with research equipment. Throughout the research project, learners will ensure that ethical and legal issues are considered prior to any research being undertaken, including: • informed consent and confidentiality • conducting the required level of health screening • ensuring data protection steps have been implemented • ensuring the welfare and safety of the client throughout the research process (this should include child protection, Disclosure and Barring Service (DBS) checking, knowledge of operating equipment) • gaining the required level of ethical clearance for the project. Learners must collect and record data from the research project. Learners must make sure all data is collected with precision whether it is in a field-based or laboratory-based environment.

Research project in sport and exercise sciences (Y/508/4605) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
Learners must consider the different issues that they may face throughout data collection in different environments. Learners must select and use spreadsheets or databases, interviews, questionnaires, surveys, and participant observation appropriately. When learners are recording data, they will ensure a suitable method is used, such as: • rank order • frequency • cumulative frequency • range • transcribing • audio recording • video recording. Evidence of the above could be reflected through witness statements from the tutor that clearly demonstrate learners' performance throughout the research project. As with the planning stage, evidence of ensuring the welfare and safety of the participants should be included.
Types of evidence:
Evidence must include: • report • data. Evidence could include: • observation reports • audio/visual.

Research project in sport and exercise sciences (Y/508/4605) (cont'd)

Learning outcome 3

The learner will:

Produce a sport science-based or exercise science-based research project.

The learner must:

- produce a research report using a standard scientific structure.

Grading descriptors:
Pass: Completes a research report.
Merit: Completes a research report mostly accurately.
Distinction: Completes a research report accurately and meets all of the requirements.
Delivery and Assessment:
Learners must produce a full research report using a standard scientific structure that will include the following areas or sections: • title page • abstract • general contents page • contents page for figures and tables • contents page for appendices • acknowledgements • introduction • literature review • method • results • discussion and conclusion • references section using a suitable method, such as Harvard • appendices. The report should be a coherent and well-structured research report. Learners should be encouraged to use suitable levels of ICT to support the production of the report. Learners should relate the literature to the aims of the project, making arguments in the discussion section that are related specifically to project aims and drawing valid conclusions. The research report must provide evidence of the use of a wide variety of books, periodicals and websites.
Types of evidence:
Evidence must include: • research report.

Research project in sport and exercise sciences (Y/508/4605) (cont'd)

Learning outcome 4

The learner will:

Review a sport science-based or exercise science-based research project.

The learner must:

- review the research project.

Grading descriptors:
Pass: Carries out a review of the research project conducted, and makes reasoned conclusions for strengths, areas for improvement and recommendations for future research based on appropriate information.
Merit: Carries out a review of the research project conducted, and makes reasoned and balanced conclusions for strengths, areas for improvement and recommendations for future research based on appropriate information.
Distinction: Carries out a review of the research project conducted, and makes well-reasoned and balanced conclusions for strengths, areas for improvement and recommendations for future research based on appropriate information.
Delivery and Assessment:
Learners must carry out a review of the research project conducted, describing strengths and areas for improvement and future recommendations. Within the review learners will comment on how well the project conclusions met project aims, and learners should present recommendations should the project be completed again, making clear what would be changed (if appropriate) and why. Learners should explain why such changes would benefit the research project. Learners could describe any potential future research proposals that could be developed from the research project just completed. Throughout the project, learners must produce a review of the project that outlines whether the project aims have been met, providing evidence to support the review. Learners will need to describe the strengths of the project, areas for improvement and make clear recommendations for further research.
Types of evidence:
Evidence could include: • review • feedback.

Applied strength and conditioning (D/508/4606)

Unit summary	This unit explores how physiological principles are applied to athlete training. The learner will plan periodised training for an athlete, based on their knowledge and understanding of training theory and individual needs.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the physiology of strength and conditioning.

The learner must:

- describe the initial responses due to strength and conditioning exercises
- describe the long-term adaptations due to strength and conditioning exercises
- understand the energy system requirements for strength and conditioning exercises
- describe how strength and conditioning can be used as a corrective measure.

Grading descriptors:
Pass: Describes the initial responses and long-term adaptations of the body systems due to strength and conditioning exercises, with some sophisticated examples.
Merit: Describes the initial responses and long-term adaptations of the body systems due to strength and conditioning exercises, giving sophisticated examples and some appropriate comparisons.
Distinction: Describes the initial responses and long-term adaptations of the body systems due to strength and conditioning exercises, with sophisticated examples and appropriate comparisons.
Delivery and Assessment:
Learners must describe the initial responses due to strength and conditioning exercises to the neuromuscular system, skeletal system and cardiovascular system. Learners must describe the responses on the neuromuscular systems, which could include increased blood supply, increase in muscle pliability and muscle fibre micro tears. The skeletal system response may be described through an increased range of movement within the joints. Learners must describe the response on the cardiovascular system, which could include: • heart rate anticipatory response • activity response • increased blood pressure • vasoconstriction • vasodilation.

Applied strength and conditioning (D/508/4606) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:

Learners must describe the long-term adaptation due to strength and conditioning exercises to the following systems:
 	
• neuromuscular system:
  ○ the rate that activation of motor units is developed
  ○ how motor units can develop their level of endurance through long-term adaptations
  ○ how the recruitment of fast twitch fibres and motor unit synchronisation could develop through long term training
• skeletal system:
  ○ increased bone calcium stores
  ○ increased stretch in ligaments
  ○ increased thickness of hyaline cartilage
  ○ increased production of synovial fluid
• cardiovascular system:
  ○ including cardiac hypertrophy
  ○ increase in stroke volume
  ○ increase in cardiac output
  ○ decrease in resting heart rate
  ○ capillarisation within muscles
  ○ increase in blood volume
  ○ reduction in resting blood pressure
  ○ decreased recovery time
  ○ increased aerobic fitness
 	
Learners must explain the energy system requirements for strength and conditioning exercises including the relationship between phosphocreatine, lactic acid and the aerobic system.
 	
Learners should explain how strength and conditioning exercises affect the energy continuum. Learners must explain how strength and conditioning can be used as a corrective measure, and how specific exercises could be used to aid the treatment on muscle imbalances within the body.
 	
Learners should select examples of where this could be the case and explain how strength and conditioning training could be used to treat them.

Types of evidence:
Evidence could include: • report • academic poster • presentation.

Applied strength and conditioning (D/508/4606) (cont'd)

Learning outcome 2

The learner will:

Undertake an assessment of athletes to enable them to design a strength and conditioning programme.

The learner must:

- undertake a subjective and objective assessment of an athlete
- create a periodised, predictive, progressive, strength and conditioning exercise programme for an athlete.

Grading descriptors:
Pass: The assessment of the athlete and design of the exercise programme will show application of some specialist skills.
Merit: The assessment of the athlete and design of the exercise programme will show effective application of specialist skills.
Distinction: The assessment of the athlete and design of the exercise programme will show consistent effective application of specialist skills.
Delivery and Assessment:
Learners must undertake a subjective and objective assessment of an athlete. They must design and undertake the assessment that provides both forms of assessment. Learners must administer pre-test procedures, test sequences, and test protocols, ensuring that all health and safety requirements are met and that test results are recorded. Learners must create a periodised, predictive, progressive, strength and conditioning exercise programme for an athlete. Within the plan learners will use the principles of training, (overload, specificity, progression, individual differences, variation and reversibility). Learners should also use the FITT (frequency, intensity, time and type) principles within their plan. Learners will develop a plan that is periodised, and which will include macrocycle, mesocycle, microcycle and individual training sessions. Learners must explain the choice of activities for the athlete and relate their explanation back to the subjective and objective testing previously completed. Learners will explain why they have chosen the exercises within the plan and relate this to the individual's possible goals.

Applied strength and conditioning (D/508/4606) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
Learners will prescribe exercises to support an athlete's needs and based on the results that have been gained in the previous assessment. Learners will prescribe exercises that will aid the athlete to achieve their goals. Again, this should be based on the test results. If tutors use an observation report, then this should be supported with video recording of the assessment and/or records of professional discussion to support the assessment process.
Types of evidence:
Evidence could include: • exercise programme • report • observation report • assessments.

Applied strength and conditioning (D/508/4606) (cont'd)

Learning outcome 3

The learner will:

Deliver an element of the periodised, predictive, progressive strength and conditioning programme.

The learner must:

- deliver one of the planned sessions.

Grading descriptors:
Pass: The delivery of the exercise session will show application of some specialist skills.
Merit: The delivery of the exercise session will show the effective application of specialist skills.
Distinction: The delivery of the exercise session will show the consistent effective application of specialist skills.
Delivery and Assessment:
Learners must lead one of the sessions planned in the previous learning outcome. Assessment of the session's delivery can be via an observation of learners coaching their peers or another suitable group. Assessors should ensure they have additional evidence to support the assessment process, such as video recordings and/or records of professional discussions. Learners must justify the choice of activities for the exercise programme for the athlete, suggesting alternative activities. Information will be gathered from the athlete during an assessed health screening process. Within the justification, learners will provide evidence as to why they have chosen the specific exercise for the individual. This could be related to sports-specific movements, injuries or game related movements. Learners should also provide possible alternative activities that could bring about the same training effect.
Types of evidence:
Evidence must include: • observation report • witness statement.

Applied strength and conditioning (D/508/4606) (cont'd)

Learning outcome 4

The learner will:

Evaluate the planning and delivery of the strength and conditioning session.

The learner must:

- review planning of the strength and conditioning session
- review the delivery of the strength and conditioning session
- evaluate areas for improvement.

Grading descriptors:
Pass: Describes the effectiveness of the planning and delivery of the strength and conditioning session and links them to the success or otherwise of the overall outcome.
Merit: Describes the effectiveness of the planning and delivery of the strength and conditioning session and justifies their use.
Distinction: Evaluates the effectiveness of the planning and delivery of the strength and conditioning session and justifies their use and suggests improvements.
Delivery and Assessment:
Learners must carry out a review of the planning and delivery of a session, identifying strengths and areas for improvement. The review must confirm if the aims and objectives of the session were met or achieved. Learners must use feedback from the athlete to support this review. Learners must describe areas for improvement and areas of strength, going on to evaluate the impact the session will have had on the athlete's performance goals and future training. Learners could use a SWOT (strengths, weakness, opportunities, threats) analysis to support the review. It should provide clear development areas, such as possible courses or qualifications.
Types of evidence:
Evidence must include: • observation report • review. Evidence could include: • session plans • audio/visual • SWOT analysis.

Impact and sustainability in outdoor adventure (H/508/4607)

Unit summary	In this unit learners will understand the impact that outdoor adventure has on the countryside, as well as legislation and public rights of way systems. Learners will plan, undertake and review an environmental sustainability project.
Total unit time	75
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	This unit is graded

Learning outcome 1

The learner will:

Understand the impact of using the countryside.

The learner must:

- describe the impact of countryside use
- explain different approaches to sustainable recreational use of the countryside
- explain the different conflicts users of the countryside may have
- outline legislation relating to recreational use of, and access to, land.

Grading descriptors:
Pass: Describes issues of current practice for managing approaches to sustainable countryside use from recreational activities.
Merit: Describes issues of current practice for managing approaches to sustainable countryside use from recreational activities using specialist language in context.
Distinction: Describes issues of current practice for managing approaches to sustainable countryside use from recreational activities correctly applying specialist language in context.

Impact and sustainability in outdoor adventure (H/508/4607) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners will describe the impact of a range of recreational activities on the countryside. Examples could include: • canoeing • kayaking • windsurfing • sailing • powerboating • scuba diving • walking • mountain biking • rock climbing • caving • orienteering • parascending and paragliding • hang gliding • microlighting • ballooning. Learners must also describe how the following factors impact the countryside: • social • economic • cultural • physical • capacity. Learners will describe a range of approaches to sustainable recreational use of the countryside: • visitor management techniques • self-regulation • regulation by statutory bodies • regulation by voluntary bodies • government legislation. Learners will describe the possible conflicts that different users could have, including: • fishermen and kayakers • climbers and birdwatchers • walkers and mountain bikers • surfers and windsurfers. Learners could provide examples from their local area.

Impact and sustainability in outdoor adventure (H/508/4607) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners must summarise a range of legislation, classification orders and the public rights of way system. Examples could include: • National Parks and Access to the Countryside Act (1949) • Countryside Act (1968) • Wildlife and Countryside Act (1981) • Rio Earth Summit (1992) • Environment Act (1995) • Criminal Justice and Public Order Act (1994) • Countryside and Rights of Way Act (2000). Learners must describe 3 classification orders, which could relate to land use and access. Examples could include: • Areas of Outstanding Natural Beauty (AONB) • Sites of Special Scientific Interest (SSSI) • National Nature Reserves (NNR) • DEFRA initiatives (Countryside Stewardship schemes) • National Parks. Learners will also describe the Public Rights of Way (PROW) and the roles of landowners, local authorities and highway authorities in maintaining them. Issues of current practice could be management with limited funding or managing differences between various agencies such as users and residents. Specialist language could include local and national legislation. Learners could demonstrate a greater understanding of the differences between local and national legislation when managing issues of countryside sustainability.
Types of evidence:
Evidence could include: • report or assignment • project • professional discussion • presentation • leaflet/brochure.

Impact and sustainability in outdoor adventure (H/508/4607) (cont'd)

Learning outcome 2

The learner will:

Understand organisations associated with conserving the environment.

The learner must:

- describe different organisations associated with conserving the environment
- explain the work of the organisations.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words.
Merit: Uses information found in different formats from at least 2 specialist sources and communicates it mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates it in own words.
Delivery and Assessment:
Learners must describe a range of statutory organisations associated with conserving the environment and the work they do, for example: • local authorities • national park authorities • English Heritage • Scottish National Heritage • Countryside Council for Wales • Natural England • Forestry Commission. Learners must also describe a range of voluntary organisations for example: • National Trust • British Trust for Conservation Volunteers • Royal Society for the Protection of Birds (RSPB) • Friends of the Earth • Greenpeace. Learners must describe how private organisations such as water authorities and landowners attempt to conserve the environment, describing their role, remit and structure. Examples of different formats could be a piece of legislation, voluntary organisation websites, newspaper articles, media reports of local initiatives.

Impact and sustainability in outdoor adventure (H/508/4607) (cont'd)

Learning outcome 2

Types of evidence:
Evidence could include: • report • presentation • case studies • web pages • media reports.

Impact and sustainability in outdoor adventure (H/508/4607) (cont'd)

Learning outcome 3

The learner will:

Undertake an environmental sustainability project.

The learner must:

- plan an environmental sustainability project
- undertake an environmental sustainability project.

Grading descriptors:
Pass: Process and outcome will show application of some specialist skills in undertaking an environmental sustainability project.
Merit: Process and outcome will show the effective application of specialist skills in undertaking an environmental sustainability project.
Distinction: Process and outcome will show the consistent effective application of specialist skills in undertaking an environmental sustainability project.
Delivery and Assessment:
Learners must produce a plan for an environmental sustainability project, for example: • tree planting • developing an educational resource • bird identification chart • walling • footpath construction • repair or maintenance. The project selected will depend on the location and external links and could be planned as part of a small or whole group project. Within the plan learners must include: • feasibility of the project • aims of the project • time scales • resources - what do they have and what will they need? • contingency - what if they run out of time or resources? • roles and responsibilities.

Impact and sustainability in outdoor adventure (H/508/4607) (cont'd)

Learning outcome 3 (cont'd)

Delivery and Assessment:
Learners must then undertake an environmental sustainability project. They will carry out the roles and responsibilities assigned within the plan and ensure that the aims and objectives are met, to enable the overall targets of the project to be achieved. Specialist skills could include: • securing funding • use of outside expert skill support • appropriate spending of funding • management of the project • initiating contingency plans to ensure success.
Types of evidence:
Evidence must include: • plan • tutor observation • report. Evidence could include: • video presentation • photographs • blog.

Impact and sustainability in outdoor adventure (H/508/4607) (cont'd)

Learning outcome 4

The learner will:

Review an environmental sustainability project.

The learner must:

- review an environmental sustainability project, identifying strengths and areas for improvement.

Grading descriptors:
Pass: Draws up an action plan which has some links to the experience of the environmental sustainability project, identifying strengths and areas for improvement.
Merit: Draws up an action plan which is clearly linked to the experience of the environmental sustainability project, identifying strengths and areas for improvement.
Distinction: Draws up a comprehensive action plan clearly linked to the environmental sustainability project, identifying strengths and areas for improvement.
Delivery and Assessment:
Learners must review the environmental sustainability project, identifying strengths and areas for improvement. Learners must review their own performance against the aims and objectives of the project plan and include both formative and summative feedback. Learners must also review their performance based on feedback provided by participants, observers, peers and assessors. Learners will highlight their own strengths within all aspects of the project and describe any areas for improvement in an action plan.
Types of evidence:
Evidence must include: • witness statements • action plan. Evidence could include: • presentation • video/photographic evidence • reports.

Alternative pursuits for outdoor adventure (K/508/4608)

Unit summary	In this unit learners will look at alternative pursuits and potential participant groups. They will look at the effect of environment and equipment on participation as well as the health and safety considerations. Learners will demonstrate practical skills in different alternative pursuits and review their performance, suggesting areas for improvement.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the range of different alternative pursuits.

The learner must:

- describe different alternative pursuits.

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.
Delivery and Assessment:

Learners must describe a range of different alternative pursuits, examples could include:
 	
• adventure races
• bouldering
• challenge events
• adventure challenges
• coasteering
• fell running
• gorge walking
• mountain biking
• raft building
• ropes courses (high and low)
• snowboarding
• water-based activities:
  ○ body boarding
  ○ kayak surfing
  ○ surfing
  ○ white water rafting.

Alternative pursuits for outdoor adventure (K/508/4608) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners must identify the participant groups these activities could attract, for example: • adult thrill-seeking groups • families • individuals • school groups • summer activity holiday groups. Learners must consider the aims of a range of alternative pursuits, for example: • adrenaline and thrill seeking • bonding • fun • ice breakers • leadership development • physical development • self-esteem • social development • team building. Learners must also consider a range of factors which may affect participation, for example: • location • proximity of site • land use • accessibility • cost.
Types of evidence:
Evidence could include: • report • presentation • research file • leaflet/brochure • web pages.

Alternative pursuits for outdoor adventure (K/508/4608) (cont'd)

Learning outcome 2

The learner will:

Understand the effect equipment and the environment have on alternative pursuits.

The learner must:

- describe the different effects that the environment and equipment have on participation in alternative pursuits
- describe health and safety considerations relating to participation in different alternative pursuits.

Grading descriptors:
Pass: Uses information from a specialist source and communicates in own words the effects equipment, the environment and health and safety considerations have on participation in alternative pursuits.
Merit: Uses information found in different formats from at least 2 specialist sources and communicates, mostly accurately, in own words, the effects equipment, the environment and health and safety considerations have on participation in alternative pursuits.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats and accurately communicates in own words, the effects equipment, the environment and health and safety considerations have on participation in alternative pursuits.
Delivery and Assessment:
Learners must describe a range of different effects that the environment has on participation in alternative pursuits for example: • beaches • boulders • bridle ways • coastlines and coastal cliffs • fells, heaths and moors • gorges and mountains • lakes and reservoirs • tarns and lochs • canals • rivers • snow • bays • surf and open ocean as natural environmental areas.

Alternative pursuits for outdoor adventure (K/508/4608) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
Learners must describe how equipment could have an effect on pursuits, for example: • cycling • kayaking • body boarding and surf boarding • GIPS (Global Information Positioning System) equipment for example blind square, discourse, juggernaut, spiders-web • individual safety equipment for example buoyancy aid, glasses/goggles, helmet, spare clothing, torch, whistle • group safety equipment for example emergency shelter, first aid kit, flares, mobile phone, stove, throw line. Learners must describe a range of influences on participation in alternative pursuits, for example: • access • planning restrictions • cost • demand • trends • health and safety • media. Learners will describe a range of health and safety considerations relating to participation in 4 different alternative pursuits, for example: • risk assessments • safety techniques for example spotting, buddy system, self-rescue, rescue of others • safety equipment for example equipment required, care of equipment • warning signs and signals for example crossed skis above casualty, wind sock, surf area markers, incident management. Specialist sources could include a company such as Adventure 21. Different formats could include Adventure 21 website plus brochures from Adventure Centres such as www.outdooradventure.co.uk. A wide range of specialist sources could be extended to include magazines and journals which would also cover a range of formats.

Alternative pursuits for outdoor adventure (K/508/4608) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence could include: • report or assignment • professional discussion • presentation • brochures/leaflets • web pages.

Alternative pursuits for outdoor adventure (K/508/4608) (cont'd)

Learning outcome 3

The learner will:

Participate in alternative pursuits.

The learner must:

- demonstrate practical skills in different alternative pursuits.

Grading descriptors:
Pass: Consistently and effectively selects and uses appropriate technical skills.
Merit: No Merit for this learning outcome.
Distinction: No Distinction for this learning outcome.
Delivery and Assessment:
Learners must demonstrate practical skills in 2 different alternative pursuits, one water-based and one land-based. Learners must demonstrate practical skills that relate to a number of different areas within the activities. This could take the form of a taster session or progressive sessions and both group and individual skills need to be identified. Group skills could include: • team working • leadership • spotting • communication • planning. Individual skills could include: • travelling • turning • stopping • balance • speed • strength. Learners must demonstrate their knowledge of equipment and skills, for example: • rope use • rigging • assembly and use of equipment • construction and destruction of activities.

Alternative pursuits for outdoor adventure (K/508/4608) (cont'd)

Learning outcome 3 (cont'd)

Delivery and Assessment:

Learners could also demonstrate skills - such as leading and facilitating - associated with competition. Appropriate complex skills for the activities could be, for example:
 	
• surf kayaking (wave choice, making way, heading out, cutbacks, bottom and top of wave turn, Eskimo rolling, support strokes)
• gorge walking (reading the water levels, recognising hazards, choosing an efficient route)
• climbing vertical walls
• descending vertical drops
• rope work
• spotting
• snowboarding:
  ○ stopping
  ○ turning
  ○ linking turns
  ○ correct independent use of uplift
  ○ identified and mapped ski runs
  ○ reading of slope signs

Types of evidence:
Evidence must include: • witness statements. Evidence could include: • photographs • video • peer and/or tutor observation.

Alternative pursuits for outdoor adventure (K/508/4608) (cont'd)

Learning outcome 4

The learner will:

Review own performance in alternative pursuits.

The learner must:

- evaluate own performance in the demonstration of practical skills in different alternative pursuits
- consider strengths and areas for improvement.

Grading descriptors:
Pass: Draws up an action plan to improve performance in alternative pursuits, which has some links to the experience of the task/performance.
Merit: Draws up an action plan to improve performance in alternative pursuits, which is clearly linked to the experience of the task/performance.
Distinction: Draws up a comprehensive action plan to improve performance in alternative pursuits, clearly linked to the experience of the task.
Delivery and Assessment:
Learners must review their own performance in the demonstration of practical skills in one land-based and one water-based alternative pursuit and produce an action plan to improve performance. Learners will review their personal skill level within their chosen alternative pursuits against their own expectations and peer performance. They could also base their review on governing body elite athlete programmes, commenting on transference of skills from alternative pursuits to core outdoor activities, personal reflection and goal setting. Learners will highlight their strengths and any possible areas for improvement.
Types of evidence:
Evidence must include: • action plan. Evidence could include: • report • presentation • audio/video evidence • witness observation.

Environmental education for outdoor adventure (F/508/4615)

Unit summary	In this unit learners will describe major rock types in the UK and how they influence outdoor and adventurous activities. Learners will look at the geographical forces that influence landscape development and describe different habitats found in the UK. Learners will then design and produce a resource to identify organisms within a selected ecosystem.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Recognise the major rock types in the British Isles and their influence on outdoor and adventurous activities.

The learner must:

- describe the major rock types found in the British Isles
- explain their influence on outdoor and adventurous activities.

Grading descriptors:
Pass: Uses information about rock types and their influence on outdoor and adventurous activities, from a specialist source and communicates it in own words.
Merit: Uses information about rock types and their influence on outdoor and adventurous activities, found in different formats from at least 2 specialist sources and communicates it, mostly accurately, in own words.
Distinction: Uses information about rock types and their influence on outdoor and adventurous activities, appropriately taken from a wide range of specialist sources, in different formats and communicates it accurately, in own words.
Delivery and Assessment:
Learners must describe the major rock types found in the British Isles and their influence on outdoor and adventurous activities. They must describe igneous rock, including: • granite • gabbro • sedimentary, such as limestone, sandstone • metamorphic, such as marble, slate. Learners will describe the origins of the different rock types, for example intrusive, extrusive, sedimentary and metamorphosed, and will describe their properties and characteristics.

Environmental education for outdoor adventure (F/508/4615) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners will describe the influences that different rock types have on outdoor and adventurous activities, for example: • climbing styles • walking progress • choice of routes • health and safety. A specialist source could refer to a geology reference book, a podcast or a magazine, such as Climber or Country Walking. 'Different formats' could refer to a magazine and a podcast. 'Mostly accurate' may refer to making omissions from rock types or incorrect statements on rock influences.
Types of evidence:
Evidence could include: • assignment • presentation • report • professional discussion • web pages • audio-visual.

Environmental education for outdoor adventure (F/508/4615) (cont'd)

Learning outcome 2

The learner will:

Understand the geographical forces that influence landscape development.

The learner must:

- describe the geographical forces that influence landscape development
- explain the effects of those forces.

Grading descriptors:
Pass: Uses information from a specialist source about theories and concepts relating to the geographical forces and effects on landscape development and communicates it in own words.
Merit: Uses information about theories and concepts relating to the geographical forces and effects on landscape development, found in different formats from at least 2 specialist sources, and communicates it, mostly accurately in own words.
Distinction: Uses information about theories and concepts relating to the geographical forces and effects on landscape development, appropriately taken from a wide range of specialist sources, in different formats, and communicates it, accurately in own words.
Delivery and Assessment:
Learners must describe the geographical forces that influence landscape development and the effects of those forces. They must describe weathering which could be caused by chemical or physical influences such as: • carbonation • hydrolysis • frost action • action of plant roots. Learners must describe erosion that has been caused by water, ice and people, for example: • rivers • sea • glaciers • ice sheets • trampling.

Environmental education for outdoor adventure (F/508/4615) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
Learners will describe a range of landscape developments, such as: • shape of landscape • u-shaped and v-shaped valleys • truncated spurs • hanging valleys • gorge • spit • sea stacks and arches • karst scenery • cave formations. The description should also cover scenery associated with different rock types, for example: • Dartmoor (granite) • Malham Cove (limestone) • St Bees area (sandstone).
Types of evidence:
Evidence could include: • assignment • presentation • report • web pages • leaflet • academic poster.

Environmental education for outdoor adventure (F/508/4615) (cont'd)

Learning outcome 3

The learner will:

Understand the different habitats found in the British Isles.

The learner must:

- describe different habitats found in the British Isles.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words.
Merit: Uses information found in different formats from at least 2 specialist sources and communicates it mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates it in own words.
Delivery and Assessment:
Learners must describe a range of different habitats found in the British Isles, for example: • woodland • moorland • grassland • heathland • hedgerows • wetlands • rivers • ponds • salt marshes • sand dunes. Within the description of these habitats, learners will also describe the distinctive features associated with each, for example: • altitude of the habitats • the amount of rainfall • the temperature range • exposure • soil type • nutrient status • flora and fauna.

Environmental education for outdoor adventure (F/508/4615) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence could include: • assignment • presentation • worksheets • posters/leaflets • web pages.

Environmental education for outdoor adventure (F/508/4615) (cont'd)

Learning outcome 4

The learner will:

Present information about an ecosystem.

The learner must:

- describe a selected ecosystem and the factors that influence ecological distribution within it
- design and produce a resource that could be used to identify different organisms within a selected ecosystem.

Grading descriptors:
Pass: Uses information about ecosystems from a specialist source and communicates it in own words in the form of a resource.
Merit: Uses information about ecosystems found in different formats from at least 2 specialist sources and communicates it mostly accurately in own words in the form of a resource.
Distinction: Uses information about ecosystems appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates it in own words in the form of a resource.
Delivery and Assessment:
Learners must describe a selected ecosystem and the factors that influence ecological distribution within it. They must describe the structure and make-up of the ecosystem. Some examples of ecosystems that learners could choose are: • tropical rainforest • savannas • deserts • temperate grasslands • deciduous forests • coniferous forests • tundra. Learners must describe the factors that influence the ecological distribution within the area, such as: • distribution of organisms within an ecosystem • biotic, for example plants and animals • abiotic, for example soil, temperature, rainfall, aspect, exposure • the necessity of adaptation for survival • inter-relationship of ecosystems for example food webs/chains/primacy orders.

Environmental education for outdoor adventure (F/508/4615) (cont'd)

Learning outcome 4 (cont'd)

Delivery and Assessment:
Learners must design and produce a resource that could be used to identify different organisms within a selected ecosystem. The resource could be a leaflet, poster or information that would support a guided walk, for example: • length of walk • climate • clothing • contours • information on plants/animals.
Types of evidence:
Evidence must include: • leaflet or poster. Evidence could include: • assignment • presentation • web pages.

Equipment and facilities for outdoor and adventurous activities (J/508/4616)

Unit summary	Learners will describe different types of equipment and facilities used in outdoor and adventurous activities. Learners will demonstrate the correct use of different types of equipment and describe recent developments in equipment or facilities for outdoor and adventurous activity.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the equipment and facilities used in outdoor and adventurous activities.

The learner must:

- identify equipment used in outdoor and adventurous activities
- describe different types of facility used for outdoor and adventurous activities.

Grading descriptors:
Pass: Uses information from a specialist source and communicates information on equipment and facilities for outdoor and adventurous activities in own words.
Merit: Uses information found in different formats from at least 2 specialist sources and communicates, mostly accurately, in own words, information on equipment and facilities for outdoor adventurous activities.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates in own words, information on equipment and facilities for outdoor adventurous activities.
Delivery and Assessment:
Learners must describe different types of equipment used in outdoor and adventurous activities, for example, personal equipment (footwear and clothing) and technical equipment (safety equipment, teaching and instructing aids). Learners must also describe the function of the equipment, for example safety, climbing protection, helmets, harnesses, and buoyancy aid, together with a description of the types of material from which they are made and why. Learners must describe different types of facility used for outdoor and adventurous activities, which could include: • climbing walls • white-water courses • ski slope • ropes courses.

Equipment and facilities for outdoor and adventurous activities (J/508/4616) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Within their description, learners will highlight the location and nature of the facility for example: • geography • indoor • outdoor • natural • man-made.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • leaflet or brochure • web pages • diagrams • photographs.

Equipment and facilities for outdoor and adventurous activities (J/508/4616) (cont'd)

Learning outcome 2

The learner will:

Use equipment for outdoor and adventurous activities.

The learner must:

- demonstrate the correct use of different types of equipment.

Grading descriptors:
Pass: Completes a demonstration of the use of equipment based on related legislation.
Merit: Completes a demonstration of the use of equipment, mostly accurately, based on related legislation
Distinction: Completes a demonstration of the use of equipment, accurately, which meets all of the requirements of related legislation.
Delivery and Assessment:
Learners must demonstrate the correct use of a range of different types of equipment used in outdoor and adventurous activities. The equipment must include: • clothing • footwear • technical equipment • safety equipment • teaching and instructing aids • situation specific • site specific. Learners must demonstrate the equipment based on related legislation, for example, health and safety, Personal Protective Equipment (PPE), European conformity (CE), or associations and industry bodies. The assessor could observe learners coaching their peers or another suitable group in using the equipment correctly. Assessors could record this on an observational checklist and support it with video evidence and/or records of professional discussions with learners.
Types of evidence:
Evidence must include: • observation report. Evidence could include: • reflective log • audio-visual • professional discussion.

Equipment and facilities for outdoor and adventurous activities (J/508/4616) (cont'd)

Learning outcome 3

The learner will:

Understand recent developments in equipment and facilities for outdoor and adventurous activities.

The learner must:

- describe recent developments in equipment and facilities, for outdoor and adventurous activities.

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.
Delivery and Assessment:
Learners must describe recent developments in equipment or facilities for outdoor and adventurous activities. Learners could relate this to an activity that they take part in, or to a specific industry. Examples could include: • mass uptake in lightweight equipment for mountaineering and hill-walking • the incorporation of fabrics and coatings to assist in minimising UV exposure in clothing • the increased uptake in use of trekking poles to aid walking and minimise the impact • the changes in kayak design for play boating and creeking • the change in personal lighting which has resulted in the increased use of light emitting diodes (LED) in outdoor lighting systems • developments in materials for soft shell clothing • use of global positioning systems (GPS). Other examples could include the increase in size and availability of indoor man-made snow slopes and how climbing walls have developed.

Equipment and facilities for outdoor and adventurous activities (J/508/4616) (cont'd)

Learning outcome 3 (cont'd)

Delivery and Assessment:
At Pass, some sophisticated examples could be a range of lightweight clothing or mobile climbing walls. At Merit, different brands or new versus old clothing could be compared, as could different types of climbing wall such as low-level installations where space is limited, and mobile climbing towers such as armed forces displays. At Distinction, sophisticated examples could include detailed information on equipment materials for example Teflon, and comparisons could be on like-for-like facilities such as Xscape and the SnowDome.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • professional discussion • photographs • web pages • case studies.

Equipment and facilities for outdoor and adventurous activities (J/508/4616) (cont'd)

Learning outcome 4

The learner will:

Test and maintain equipment for outdoor and adventurous activities.

The learner must:

- demonstrate procedures for testing and maintaining different pieces of equipment.

Grading descriptors:
Pass: Completes procedures for testing and maintaining equipment following industry regulations and requirements.
Merit: Completes procedures for testing and maintaining equipment, mostly accurately, following industry regulations and requirements.
Distinction: Completes procedures for testing and maintaining equipment, accurately, following all the requirements of manufacturers' guidance and industry regulations.
Delivery and Assessment:
Learners must demonstrate appropriate procedures for testing and maintaining different pieces of equipment used in outdoor and adventurous activities. Learners could choose equipment that is used for indoor, outdoor, personal, group or technical activities, for example: • ropes • footwear • paddles • buoyance aids • tents • sleeping bags. Learners must test a range of equipment and ensure: • the correct procedures have been followed • systems are in place to ensure tests are valid • current legislation is used to base the testing on • tests are completed and results recorded in an appropriate format. Within the demonstration learners must maintain equipment to the protocols and procedures required by the learning environment, manufacturers' guidelines and recommendations, shelf life and current legislation. The assessor could observe the learners testing and maintaining equipment or coaching their peers or another suitable group. Assessors could record this on an observational checklist and support it with video evidence and/or records of professional discussions with the learners.

Equipment and facilities for outdoor and adventurous activities (J/508/4616) (cont'd)

Learning outcome 4 (cont'd)

Types of evidence:
Evidence could include: • observation reports • written reports • manufacturers guidelines • testing plan • records of results.

Skills for land-based outdoor and adventurous activities (H/508/4123)

Unit summary	In this unit learners will describe different land-based outdoor and adventurous activities. Learners will describe and demonstrate the skills and techniques required for land-based outdoor and adventurous activities. Learners will review their own performance and produce a personal development plan based on this review.

Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand a range of land-based outdoor and adventurous activities.

The learner must:

- describe a range of land-based outdoor and adventurous activities
- explain who the providers are and their aims
- describe prospective target groups.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words.
Merit: Uses information found in different formats from at least 2 specialist sources and communicates it mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats and accurately communicates it in own words.

Skills for land-based outdoor and adventurous activities (H/508/4123) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners could produce a leaflet, brochure or web page which must describe a range of different land-based outdoor and adventurous activities. Examples could include: • mountain walking • orienteering • rock-climbing • caving and mine exploration • skiing • snowboarding. Learners must describe the following for each activity: • a range of providers that support the delivery of the chosen activities, for example public, private and voluntary • potential target groups and participants • possible locations for the chosen activities, for example natural, man-made, fixed and competition courses • aims of the activities for example recreation, skills, team or personal development. An example of a specialist source could be the monthly magazine Climber. Examples of different formats: • web-based article • printed material magazines • journals • web articles • YouTube clips • organisation handbooks.
Types of evidence:
Evidence could include: • report • leaflet • brochure • web page • assignment • presentation.

Skills for land-based outdoor and adventurous activities (H/508/4123) (cont'd)

Learning outcome 2

The learner will:

Undertake risk assessments in land-based outdoor and adventurous activities.

The learner must:

- undertake a risk assessment for a land-based outdoor activity
- undertake a risk assessment for a land-based adventurous activity.

Grading descriptors:
Pass: Completes a risk assessment following an accepted template.
Merit: Completes a risk assessment mostly accurately following an accepted template.
Distinction: Completes a risk assessment accurately and meets all of the requirements of an accepted template.
Delivery and Assessment:
Learners must undertake one risk assessment for a land-based outdoor activity, for example walking or orienteering and one risk assessment for a land-based adventurous activity, for example rock climbing or mountain biking. The risk assessments must include: • details of possible risk factors such as natural (rocks and temperature), human, equipment • who might be affected • the potential severity of an accident if it occurred • a risk rating • risk controls for each of the highlighted risks • contingencies to help reduce the risk factors. An accepted template is a nationally recognised risk assessment format. Learners could use a risk assessment form provided by the tutor or one from the health and safety executive. A learner completing the risk assessments mostly accurately will cover all the elements within the risk assessments but the accuracy within each section is not fully realistic ie risks such as an avalanche are identified but the risk of these happening is exaggerated meaning the risk rating will be unrealistic.
Types of evidence:
Evidence must include: • risk assessment forms.

Skills for land-based outdoor and adventurous activities (H/508/4123) (cont'd)

Learning outcome 3

The learner will:

Participate in land-based outdoor and adventurous activities.

The learner must:

- demonstrate skills and techniques in one land-based outdoor activity
- demonstrate skills and techniques in one adventurous activity.

Grading descriptors:
Pass: Consistently and effectively selects and uses appropriate technical skills.
Merit: No Merit for this learning outcome.
Distinction: No Distinction for this learning outcome.
Delivery and Assessment:
Learners must demonstrate skills in one land-based outdoor and one land-based adventurous activity. When participating, learners must display the following: • personal technical abilities within individual activities for example efficient movement, grades of climbs completed • personal level of proficiency shown within each activity • technical skills particular to activity for example placing protection, appropriate use of rope and knots, belaying, use of compass for direction finding • personal fitness for example strength, stamina, flexibility • generic skills and knowledge necessary to undertake land-based activities for example weather forecasting, navigation, communication, conservation of energy, calculating distance, planning emergency procedures. Learners must be observed demonstrating their skills and techniques whilst completing their activities. Assessors could record this on an observational checklist and support it with video or photographic evidence of the activities and/or records of professional discussions with learners.
Types of evidence:
Evidence must include: • learner observation • observation checklist. Evidence could include: • video or photographic evidence • professional discussion records.

Skills for land-based outdoor and adventurous activities (H/508/4123) (cont'd)

Learning outcome 4

The learner will:

Review own skills development in land-based outdoor and adventurous activities.

The learner must:

- review own performance in the demonstration of skills and techniques
- evaluate strengths and areas for improvement.

Grading descriptors:
Pass: Draws up an action plan to improve personal performance which has some links to experience of performance in both activities.
Merit: Draws up an action plan to improve personal performance which clearly links to experience of performance in both activities.
Distinction: Draws up a comprehensive plan, which clearly links to experience of performance in both activities.
Delivery and Assessment:
Learners must review their own performance within the activities undertaken in learning outcome 3. Learners could use a number of sources to inform their review, which could include activity log, diary, feedback from peers and tutor. The learner must review their own performance. The review should include: • strengths • technical skills displayed, for example map reading, climbing, strength or stamina • generic skills, for example decision making, communication, leadership or teamwork • areas for improvement. The learner must then produce a personal development plan based on the identified strengths and areas for improvement. The plan should include: • how the learner will develop within the activities for example training courses, qualifications, governing body requirements • specific, measurable, achievable, relevant, and time-bound (SMART) targets • potential barriers for example costs, access to equipment/facilities, location.

Skills for land-based outdoor and adventurous activities (H/508/4123) (cont'd)

Learning outcome 4

Types of evidence:
Evidence must include: • personal development plan • review of performance. Evidence could include: • personal diary • logbook • tutor/peer observation.

Skills for water-based outdoor and adventurous activities (K/508/4124)

Unit summary	In this unit learners will describe different water-based outdoor and adventurous activities. Learners will describe and demonstrate the skills and techniques required for water-based outdoor and adventurous activities. Learners will review their own performance and develop a personal development plan based on this review.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand different water-based outdoor and adventurous activities.

The learner must:

- describe a range of water-based outdoor and adventurous activities
- explain who the providers are and their aims
- describe prospective target groups.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words.
Merit: Uses information found in different formats from at least 2 specialist sources and communicates it mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats and accurately communicates it in own words.
Delivery and Assessment:
Learners could produce a leaflet, brochure or web page which must describe a range of different water-based outdoor and adventurous activities. Examples could include: • canoeing • kayaking • windsurfing • dinghy-sailing • surfing • gorge walking.

Skills for water-based outdoor and adventurous activities (K/508/4124) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners must describe for each activity: • different providers that could support the delivery of these activities for example public, private and voluntary • potential target groups and participants • possible locations for these activities, for example natural, man-made, fixed courses and competition courses • aims of the activities for example recreation, skills development, team development and personal development. An example of a specialist source could be the monthly magazine Canoeist. Examples of different formats: • web-based article • printed material magazines • journals • web articles • YouTube clips • organisation handbooks.
Types of evidence:
Evidence could include: • leaflet • brochure • report • webpage • assignment • presentation.

Skills for water-based outdoor and adventurous activities (K/508/4124) (cont'd)

Learning outcome 2

The learner will:

Undertake risk assessments in water-based outdoor and adventurous activities.

The learner must:

- undertake a risk assessment for a water-based outdoor activity
- undertake a risk assessment for a water-based adventurous activity.

Grading descriptors:
Pass: Completes a nationally recognised risk assessment template.
Merit: Completes a nationally recognised risk assessment template mostly accurately.
Distinction: Completes a nationally recognised risk assessment template accurately and meets all of the requirements.
Delivery and Assessment:
Learners must undertake risk assessments for one water-based outdoor activity, for example sailing or paddle boarding and one water-based adventurous activity, for example white water rafting or canyoning. The risk assessments must include: • details of possible risk factors such as natural (for example, rocks, water, and temperature); human; equipment • who might be affected • the potential severity of an accident if it occurred • a risk rating • risk controls for each of the highlighted risks • contingencies to help reduce the risk factors. An accepted brief is a nationally recognised risk assessment format. Learners could use a risk assessment form provided by the tutor or one from the health and safety executive. A learner completing the risk assessments mostly accurately will cover all the elements within the risk assessments but the accuracy within each section is not fully realistic ie risks such as tsunami are identified but the risk of these happening is exaggerated meaning the risk rating will be unrealistic.
Types of evidence:
Evidence must include: • risk assessment. Evidence could include: • report.

Skills for water-based outdoor and adventurous activities (K/508/4124) (cont'd)

Learning outcome 3

The learner will:

Participate in water-based outdoor and adventurous activities.

The learner must:

- demonstrate skills and techniques in one water-based outdoor activity
- demonstrate skills and techniques in one water-based adventurous activity.

Grading descriptors:
Pass: Consistently and effectively selects and uses appropriate technical skills.
Merit: No Merit for this learning outcome.
Distinction: No Distinction for this learning outcome.
Delivery and Assessment:
Learners must demonstrate skills in one water-based outdoor and one water-based adventurous activity. For example: • personal technical abilities within individual activities for example efficient movement, paddling standards, level of sailing proficiency • personal level of proficiency shown within each activity • technical skills particular to an activity for example strokes mastered, ability to read water, use of measures suitable for judging own ability • personal fitness for example strength, stamina, flexibility • generic skills and knowledge that is necessary to undertake water-based activities for example weather forecasting, navigation, communication, conservation of energy, calculating distance, planning • emergency procedures. Learners must be observed demonstrating their skills and techniques whilst completing their activities. Assessors could record this on an observational checklist and support it with video or photographic evidence of the activities and/or records of professional discussions with learners.
Types of evidence:
Evidence must include: • learner observation • observation checklist. Evidence could include: • video or photographic evidence supported by comments from the tutor.

Skills for water-based outdoor and adventurous activities (K/508/4124) (cont'd)

Learning outcome 4

The learner will:

Review own skills development in water-based outdoor and adventurous activities.

The learner must:

- review own performance in the demonstration of skills and techniques
- evaluate strengths and areas for improvement.

Grading descriptors:
Pass: Draws up an action plan to improve personal performance which has some links to experience of performance in both activities.
Merit: Draws up an action plan to improve personal performance which clearly links to experience of performance in both activities.
Distinction: Draws up a comprehensive action plan, which clearly links to experience of performance in both activities.
Delivery and Assessment:
Learners must review their own performance within the activities undertaken in LO3. Learners could use a number of sources to inform their review; these could include activity log, diary, feedback from peers and tutor. The learner must review their own performance. The review should include: • strengths • technical skills displayed, for example paddling skills, watercraft skills, entering and exiting the water, recovery and rescue skills and other water-related skills • generic skills, for example decision making, communication, leadership or teamwork • areas for improvement. The learner must then produce a personal development plan based on the identified strengths and areas for improvement. The plan should include: • how the learner will develop within the activities, for example training courses, qualifications, governing body requirements • specific, measurable, achievable, relevant, and time-bound (SMART) targets.
Types of evidence:
Evidence must include: • personal development plan • review of performance. Evidence could include: • personal diary • logbook • tutor/peer observation.

Outdoor and adventurous expeditions (M/508/4125)

Unit summary	In this unit learners will describe different types of expedition. They will plan and undertake different types of expeditions. Learners will then carry out a review of the expeditions and produce a personal development plan based on the review.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand types of expedition.

The learner must:

- describe a range of expeditions.

Grading descriptors:
Pass: Uses information from a specialist source to describe different types of expedition and communicate it in own words.
Merit: Uses information found in different formats to describe different types of expedition from at least 2 specialist sources and communicates it, mostly accurately, in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources to describe different types of expedition, and accurately communicates it in own words.
Delivery and Assessment:
Learners will describe different types of outdoor and adventurous expeditions. Examples could include: • individual (Ellen MacArthur) • groups and teams (Shackleton, “walk with the wounded”) • corporate (commercial Himalayan mountaineering expeditions) • students (gap years) • educational (Duke of Edinburgh, school, college) • military (uniformed service sponsored mountaineering expeditions) • local club events.

Outdoor and adventurous expeditions (M/508/4125) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners will describe the key factors relating to the expedition, such as: • duration (for example one-day, multi-day, extended duration) • the form the expedition takes (for example mountaineering, trekking, canoeing/kayaking, sailing, caving, pony trekking, multi-activity, cycling) • the area of the expedition (for example local) • the location (for example regional, national, international) • the aims of the expedition (for example military, conquest, science, exploration, personal development, team building, competition, informative, entertainment, educational, possible commercial objectives) • funding (for example grants, sponsorship, increased leisure pound) • planning • opportunity (for example gap years, increased leisure time, equality, better technical skills, the 'shrinking world', social changes). Examples of a specialist source: British Mountaineering Council (BMC). Examples of different formats: journals such as 'The Outdoors', and textbooks such as 'Hill Walking', along with other sources such as video clips, TV documentaries or YouTube.
Types of evidence:
Evidence could include: • report • assignment • presentation • leaflet or brochure.

Outdoor and adventurous expeditions (M/508/4125) (cont'd)

Learning outcome 2

The learner will:

Plan a one-day and a multi-day expedition.

The learner must:

- produce a plan for a one-day expedition
- produce a plan a multi-day expedition.

Grading descriptors:
Pass: Possible solutions to complex technical problems are identified.
Merit: Effective solutions to complex technical problems are identified.
Distinction: Effective solutions to complex technical problems are identified and their implementation planned.
Delivery and Assessment:

Learners will plan a one-day and a multi-day expedition. Learners must consider the following within the plan:
 	
• appropriate choice of activity
• appropriate choice of location
• aims and objectives
• permissions (for example from organisation, line manager, governing body, local authority, parents, participants, landowners, appropriate administrative bodies)
• logistics (for example group size, staff/group ratios, transport to and from expedition area, self-sufficient use of transport, transport support during expedition, accommodation groups, equipment)
• food
• equipment, for example:
  ○ choice of tent for example base tent, mountain tent, cooking tent, lightweight tent, bivouac
  ○ personal equipment for example rucksack, sleeping bag, sleeping mat, base layers, warm layers, waterproof protection, footwear;
  ○ group equipment for example stoves, ropes
• finance, for example:
  ○ budgeting
  ○ income and expenditure
  ○ identifying major cost areas for example food, transport, fuel, camping fees
  ○ audit systems for example maintaining records, safe and secure, money handling, recording all transactions, working to planned budget, planning for emergencies
• health and safety (for example medical forms, notification forms, contact details, route plan, chain of command, expected return time and date, insurance, risk assessment, first aid, weather).
 	
Example of technical problems could be transport breaking down and/or incorrect footwear.

Outdoor and adventurous expeditions (M/508/4125) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • expeditions' plans. Evidence could include: • report • presentation • route maps • diagrams.

Outdoor and adventurous expeditions (M/508/4125) (cont'd)

Learning outcome 3

The learner will:

Undertake a one-day and a multi-day activity.

The learner must:

- undertake a one-day and a multi-day activity
- demonstrate appropriate skills and techniques.

Grading descriptors:
Pass: Completes 2 expeditions as per the plans
Merit: Completes 2 expeditions, mostly accurately as per the plan.
Distinction: Completes a series of complex tasks accurately and meets all the requirements of the agreed plans.
Delivery and Assessment:

Learners will undertake 2 expeditions that use a variety of locations, duration and mode of transport and make a record of their individual participation in both expeditions.
 	
Learners need to demonstrate appropriate skills and techniques, such as:
 	
• navigation skills:
  ○ orientation of map
  ○ direction finding
  ○ interpretation
  ○ grid references
  ○ scale and distance
  ○ handrail features
  ○ use of key
  ○ compass skills
• camp craft skills:
  ○ erecting tents
  ○ striking tents
  ○ selecting campsite
  ○ use of terrain for shelter
  ○ cooking and bivouac building
• travelling skills:
  ○ pace and rhythm
  ○ energy conservation
  ○ control skills
  ○ traversing difficult ground
  ○ avoidance of hazards and water conditions

Outdoor and adventurous expeditions (M/508/4125) (cont'd)

Learning outcome 3 (cont'd)

Delivery and Assessment:

• weather-related skills:
  ○ weather forecasts
  ○ predicting conditions
  ○ assessing conditions
• advanced skills:
  ○ navigation using interpretive features
  ○ aiming off using compass bearings
  ○ identification of position by methods of relocation
  ○ navigation in poor visibility/darkness
  ○ navigation with speed and accuracy in all conditions
  ○ elementary interpretation of weather
• navigation techniques:
  ○ route cards
  ○ calculating time
  ○ calculating distance
  ○ map care and folding and counting off features
• camp craft techniques:
  ○ maintaining a dry tent
  ○ cooking
  ○ waste disposal
  ○ personal hygiene
  ○ packing equipment
  ○ using equipment
  ○ storing equipment
• advanced techniques:
  ○ pacing
  ○ calculating distance travelled through time
  ○ good route choice with alterations appropriate to conditions
  ○ walking on bearing
  ○ camping in high wilderness terrain
  ○ camping comfortably in difficult weather.
 	
Assessment could be via an observation of learners demonstrating their skills and techniques whilst on the expeditions. This could be recorded on an observational checklist and supported with video/photographic evidence and/or records of professional discussions with learners.
 	
Mostly accurately refers to the agreed plan being followed with minor omissions, such as timings and tent locations.
 	
Accurately refers to accurate timings, rendezvous points, allocation of water and camp craft.

Outdoor and adventurous expeditions (M/508/4125) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence must include: • record of both expeditions • observation records. Evidence could include: • logbook • diary • video • blogs.

Outdoor and adventurous expeditions (M/508/4125) (cont'd)

Learning outcome 4

The learner will:

Review the planning and undertaking of a one-day and multi-day expedition.

The learner must:

- review the planning and undertaking of expeditions, identifying strengths and areas for improvement
- produce a personal development plan based on identified strengths and areas for improvement.

Grading descriptors:
Pass: Draws up an action plan to improve personal performance which has some links to experience of performance in both activities.
Merit: Draws up an action plan to improve personal performance which clearly links to experience of performance in both activities.
Distinction: Draws up a comprehensive action plan which clearly links to experience of performance in both activities.
Delivery and Assessment:

Learners will review their own performance in planning and undertaking the one-day and multi-day Expedition in LO3.
 	
Learners could use a number of sources to inform their review, these could include activity log, diary, feedback from peers and tutor. The review must be based on both formative and summative feedback from, for example, peers and tutors; as well as personal observations during both expeditions.
 	
Following the review, learners will produce a personal development plan that must include:
 	
• identified strengths and areas for improvement
• skills and techniques used
• specific, measurable, achievable, relevant, and time-bound (SMART) targets
• how learners can develop within the activities, for example:
  ○ through training
  ○ courses
  ○ qualifications
  ○ governing body requirements (for example experience, registration and good practice)
• potential barriers (for example human, physical and fiscal).

Outdoor and adventurous expeditions (M/508/4125) (cont'd)

Learning outcome 4 (cont'd)

Types of evidence:
Evidence must include: • personal development plan • record of involvement in both expeditions • review. Evidence could include • logbook • diary • peer and/or tutor observation.

Supporting active healthy lifestyles in the local community (L/508/4617)

Unit summary	This unit gives learners the opportunity to explore the key government focus of active and healthy lifestyles in the local community. Learners will examine community demographics and needs, as well as constructing strategies to support individuals in their local community in order to increase their health and wellbeing.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Research health in a local community.

The learner must:

- describe a chosen local community and its demographics
- estimate the potential health of a chosen local community.

Grading descriptors:
Pass: Makes reasoned conclusions on the potential health of the local community based on the information gathered.
Merit: Makes reasoned and balanced conclusions on the potential health of the local community based on the information gathered, for example weighs up the positive and negative factors influencing the community and explains their potential impact on health.
Distinction: Makes well-reasoned and balanced conclusions which inform ideas for the future developments within the local community.
Delivery and Assessment:
Learners must describe what is meant by the term 'community'. They must research a chosen local community and describe the demographic and social mix (such as age, class, gender, ethnicity, and disability). They must also describe its: • natural and built environment (for example, housing, open spaces, eating and drinking outlets) • structures of support (for example economic, political, cultural or religious) • facilities (for example educational, play, leisure). Learners could use census data, health authority and public health reports to gather information, as well as their own observations of an area they know well, or an area chosen by their tutor.

Supporting active healthy lifestyles in the local community (L/508/4617) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners must use the information gathered to estimate the potential health of the chosen local community. This should include any risk factors identified, participation levels as well as any positive factors, and the potential impact of these on health. Learners must make conclusions based on their assessment of the local community and should make suggestions to improve the health of the local community.
Types of evidence:
Evidence could include: • report • case studies • web pages • research file • data sheets.

Supporting active healthy lifestyles in the local community (L/508/4617) (cont'd)

Learning outcome 2

The learner will:

Produce a proposal for a local active and healthy lifestyle community project or group.

The learner must:

- produce a proposal for a local active and healthy lifestyle community project or group including any associated promotional material
- undertake feedback on the community project or group proposal.

Grading descriptors:
Pass: The proposal, promotional material and gathering of feedback will show application of some specialist skills in researching the needs of a local community project or group.
Merit: The proposal, promotional material and gathering of feedback will show the effective application of specialist skills in researching the needs of a local community project or group.
Distinction: The proposal, promotional material and gathering of feedback will show the consistent, effective application of specialist skills in researching the needs of a local community project or group.
Delivery and Assessment:
Learners must create a proposal for a community project or group aimed at improving the health of a local community. The proposal must include the following: • name of the project or group • aims and objectives • rationale • resources required (costs, time) • funding ideas • promotional strategies • promotional materials • how success and impact will be measured. Learners must then create and implement a questionnaire and/or complete interviews to gather feedback on their proposal based on the promotional materials. The questionnaire and/or interviews should allow learners to identify any strengths and weaknesses of the proposal. The learner should consider the collection of both qualitative and quantitative data. Questionnaires and/or interviews should be completed by members of, or representatives from the local community, where possible. The tutor must ensure that safe and ethical guidelines are followed when collecting data. In order to generate ideas, learners should research local community projects or groups from different areas. They may wish to consider areas such as healthy eating (for example, working with local schools, suppliers or allotments) or physical activity (for example, walking, cycling or dancing groups). Other areas to consider could be sexual health, mental health, smoking, alcohol or drug use.

Supporting active healthy lifestyles in the local community (L/508/4617) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • proposal • promotion material • completed research. Evidence could include • audio, video or transcript of interviews • interview questions • questionnaires (completed).

Supporting active healthy lifestyles in the local community (L/508/4617) (cont'd)

Learning outcome 3

The learner will:

Review a proposal for a local active and healthy lifestyle community project or group.

The learner must:

- evaluate any strengths and areas for development identified.

Grading descriptors:
Pass: Makes reasoned conclusions about the active and healthy lifestyle community project or group based on feedback.
Merit: Makes reasoned and balanced conclusions about the active and healthy lifestyle community project or group based on feedback from questionnaires/interviews and tutor evaluations.
Distinction: Makes well-reasoned and balanced conclusions about the active and healthy lifestyle community project or group which inform future developments.
Delivery and Assessment:
Learners must evaluate their proposal for a local active and healthy lifestyle community project or group using the feedback obtained from their completed questionnaires/interviews. Learners should also consider feedback from their tutor on the proposal and any associated promotional material. Learners must describe any strengths and weaknesses of their proposal and the impact they could have on the success of the project or group. They should describe any improvements that could be made and any barriers that may prevent the project or group being a success.
Types of evidence:
Evidence could include: • report or presentation • strengths, weaknesses, opportunities and threats (SWOT) analysis • feedback.

Customer service in sport and physical activity (R/508/4618)

Unit summary	In this unit learners will understand how sport and physical activity organisations manage customer service and will describe the customer service provided by a sport and physical activity organisation. The learner will deliver customer service and evaluate their own customer service skills in sport and active leisure situations.

Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand how sport and physical activity organisations manage customer service.

The learner must:

- define effective customer service and outline the benefits in sport and physical activity
- describe the needs and expectations of different types of customers and explain how sports businesses meet and exceed customer needs and expectations
- summarise policies and procedures in different sport and physical activity organisations.

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice, using appropriate specialist language in context.
Distinction: Describes issues of current practice, correctly applying appropriate specialist language.
Delivery and Assessment:
The learner must define excellent customer service and the benefits this gives to customers, both internal and external, and the organisation. Benefits could include: • increased revenue • improved staff morale • increased number of customers • customer retention. The learner must research and present information on the different types of customer and their needs and expectations. These could include: • full-time members • off-peak members • family members • casual members.

Customer service in sport and physical activity (R/508/4618) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
The learner must make comparisons of a minimum of 2 different types of sports facility, showing how they aim to meet customer needs and expectations. Research could include: • company values • visions • videos on websites • mission statements • services and products • complaints procedures. The learner can also use their own experiences in researching local sport and leisure businesses. The learner should be offered guidance to choose organisations that will allow them to make appropriate comparisons, for example organisations that are not too similar or too different. Specialist language could include terms such as: • retention • revenue • types of member • values • mission statements.
Types of evidence:
Evidence could include: • case studies • witness testimonies • observation reports • presentation • audio-visual evidence • written report • written statements • workbooks/journals • blogs.

Customer service in sport and physical activity (R/508/4618) (cont'd)

Learning outcome 2

The learner will:

Describe the customer service provided by a sport and physical activity organisation.

The learner must:

- identify the stages involved in the customer service journey
- understand methods of evaluating customer service
- recognise customer service in a chosen sport and physical activity organisation.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the information.
Distinction: Makes well-reasoned and balanced conclusions which inform future developments.
Delivery and Assessment:
The learner must produce a flow chart or report of the stages involved in the customer service journey and suggest ways of evaluating customer service. The learner must carry out a customer service evaluation by visiting a local sports or physical activity organisation, for example: • sports centre • fitness centre/gym • sports club • swimming pool. When preparing for the visit, the learner should consider: • ease of booking or purchasing • welcome • meet and greet • the appearance of the facility and staff • first impressions • the service • facilities. The learner must produce a report summarising their experience and comparing the organisation's customer service to current industry standards. The report could include recommendations for customer service improvements in the chosen sport and physical activity organisation.

Customer service in sport and physical activity (R/508/4618) (cont'd)

Types of evidence:
Evidence could include: • flow chart • case studies • witness testimonies • observation reports • presentation • audio-visual evidence • written report • written statements • web pages.

Customer service in sport and physical activity (R/508/4618) (cont'd)

Learning outcome 3

The learner will:

Deliver customer service in sport and physical activity situations.

The learner must:

- identify and demonstrate customer service skills in different sport and physical activity situations with different types of customer and their behaviour.

Grading descriptors:
Pass: The role plays will show application of some customer service skills when completing the role play briefs.
Merit: The role plays will show the effective application of customer service skills when completing the role play briefs.
Distinction: The role plays will show consistent and effective application of customer service skills when completing the role play briefs.
Delivery and Assessment:
The learner must outline the skills and behaviours needed to deal with different customer service situations. The learner must demonstrate different customer service skills in different sport and physical activity scenarios. Evidence could be generated within a suitable work placement if it naturally arises but they could also take part in, for example, role plays and a written exercise for example respond to a letter of complaint or negative website review. Sport and physical activity situations could include face-to-face complaints, dealing with injured customers, incidents or accidents. Different types of customer and their behaviours could include: • angry • upset • pleased • old • young • special requirements • customers with a particular need.

Customer service in sport and physical activity (R/508/4618) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence must include: • evidence log • observation reports. Evidence could include: • blogs • witness testimonies • audio-visual evidence.

Customer service in sport and physical activity (R/508/4618) (cont'd)

Learning outcome 4

The learner will:

Evaluate their own customer service skills in sport and active leisure situations.

The learner must:

- evaluate their performance
- justify key strengths and areas for improvement.

Grading descriptors:
Pass: Identifies correctly the most/least important strength or weakness and provides some evidence to justify their choice.
Merit: Identifies correctly the most/least important strength or weakness and provides detailed evidence to justify their choice.
Distinction: Describes the relative impact of the strengths and weaknesses.
Delivery and Assessment:
The learner must evaluate their own performance and document their findings. They could consider feedback from others such as: • the customer • tutor • work supervisor • peers. Using feedback and self-reflection based on knowledge from previous learning outcomes (for example industry or organisational standards and good practice in customer service), the learner must identify their strengths and weaknesses, including the most important, and provide evidence to justify their choice.
Types of evidence:
Evidence could include: • report • feedback • professional discussion.

Performance management in sport and physical activity businesses (Y/508/4619)

Unit summary	In this unit learners will understand performance management within a sport and leisure business setting. They will discover how to develop employees through performance management including the use of teambuilding, team cohesion, leadership and motivational techniques. Learners will also develop and review their own management skills, leading a team to complete a set task or objective and managing the performance of others.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the management of team performance.

The learner must:

- describe performance management systems
- describe quality management techniques
- explain the benefits of employee development.

Grading descriptors:
Pass: Describes issues of current practice in the management of team performance.
Merit: Describes issues of current practice in the management of team performance, using appropriate specialist language in context.
Distinction: Describes issues of current practice in the management of team performance, correctly applying specialist language in context.

Performance management in sport and physical activity businesses (Y/508/4619) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
The learner will describe the relationship between business objectives, outcomes and performance measures, as well as the features of a performance management system for a sports business and its staff. The learner will describe a range of quality management techniques to manage the performance of the business and the team, such as: • benchmarking • performance measures and standards (for example key Performance Indicators (KPIs) • communication • continuous improvement. The learner will explain the benefits of employee development and explain how personal development plans support the training and development of individuals. The learner will explain the use of specific, measurable, achievable, relevant, and time-bound (SMART) objectives when developing employees and the factors to be taken into account when managing people's wellbeing and performance.
Types of evidence:
Evidence could include: • report • presentation • research file • case studies.

Performance management in sport and physical activity businesses (Y/508/4619) (cont'd)

Learning outcome 2

The learner will:

Understand team building and dynamics within a sport and physical activity business.

The learner must:

- describe the characteristics of an effective team
- understand team cohesion in a business setting
- explain leadership and motivation within the workplace.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words.
Merit: Uses information found in different formats from at least 2 specialist sources and communicates it, mostly accurately, in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates it in own words.
Delivery and Assessment:
The learner must describe the process involved in building an effective team within a sport and physical activity business, such as: • recruitment • induction • motivation • training • coaching • mentoring • consideration of individual characteristics • team roles for example Belbin • team development, for example Tuckman.

Performance management in sport and physical activity businesses (Y/508/4619) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
The learner must describe team cohesion in a sport and physical activity business setting, including: • task cohesion versus social cohesion • team goals • group conflict (actual and potential) • recognition of contributions. The learner must describe how they contribute to an effective sport and physical activity organisation. The learner must explain the suitability and impact of different leadership styles within sport and physical activity businesses – for example Tannenbaum and Schmidt - and describe the theories and models of motivation within the workplace for example Maslow's Hierarchy, Herzberg's Job Design Model.
Types of evidence:
Evidence could include: • report • presentation • research notes • case studies.

Performance management in sport and physical activity businesses (Y/508/4619) (cont'd)

Learning outcome 3

The learner will:

Demonstrate management skills to support team members and monitor performance.

The learner must:

- demonstrate their own management skills
- identify the strengths, competencies and expertise of team members
- identify roles of team members
- monitor the achievements and progress of team members.

Grading descriptors:
Pass: Process and outcome will show application of some specialist skills in completing the task or objective.
Merit: Process and outcome will show the effective application of specialist skills in completing the task or objective.
Distinction: Process and outcome will show the consistent effective application of specialist skills in completing the task or objective.

Performance management in sport and physical activity businesses (Y/508/4619)

Learning outcome 3 (cont'd)

Delivery and Assessment:
The learner must assume the role of a manager in order to complete a set task or objective. This task must be agreed with the tutor and ideally would be set by a sport and active leisure business, but it could also be devised by the learner or the tutor. Objectives could cover raising awareness, participation or funds. Tasks could include, but are not limited to: • a fundraising initiative • a charitable event • a marketing or advertising campaign • a sports tournament. Before completing the task or objective, the learner will identify the strengths, competencies and expertise of the team members within the team. They will then use this to allocate work to each team member in order to complete a set objective for the group, identifying their individual roles and expected contribution to the task. The learner will manage the task and monitor the progress of the team members through to completion, using quality management techniques and the completion of personal development plans to help guide and develop group members. The learner will amend priorities and plans, if required, in order to achieve the set objective.
Types of evidence:
Evidence could include: • report • reflective account • team audit • personal development plans • tutor observation • peer feedback.

Performance management in sport and physical activity businesses (Y/508/4619) (cont'd)

Learning outcome 4

The learner will:

Review performance in managing a group task.

The learner must:

- review performance of individuals within a group task
- review own performance within a management setting.

Grading descriptors:
Pass: Describes the effectiveness of the processes and practices used in managing a group to complete a set task or objective and links these to success or otherwise of the overall outcome.
Merit: Describes the effectiveness of the processes and practices used in managing a group to complete a set task or objective and justifies their use.
Distinction: Describes the effectiveness of the processes and practices used in managing a group to complete a set task or objective, justifies their use and suggests improvements.
Delivery and Assessment:
The learner must review the performance of the individuals against their personal development plans, performance measures and the objectives and outcomes of the task. The learner must review their own performance in the management of the group, looking at areas such as group cohesion, motivation and leadership qualities and styles. They must identify opportunities to improve their own leadership practices and the quality of work produced, which could include recommending changes to the systems and processes used.
Types of evidence:
Evidence could include: • report or presentation • feedback from others • professional discussion.

Marketing skills for sport and physical activity (L/508/4620)

Unit summary	In this unit learners will focus on promotions and marketing activity within sport and physical activity. Learners will produce a marketing campaign and then review the choices they made in the production of the marketing campaign.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the principles of marketing within the sport and physical activity sector.

The learner must:

- describe different components of marketing
- explain the purpose and value of marketing
- describe methods of retaining customers.

Grading descriptors:
Pass: Uses information from a specialist source and communicates in own words.
Merit: Uses information found in different formats from at least 2 specialist sources and communicates it, mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates it in own words.

Marketing skills for sport and physical activity (L/508/4620) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners will research core principles of marketing for example 4 Ps (product, price, promotion and place). Learners will describe how to identify, differentiate and use target markets. Learners will explore current organisations, services or products and describe how the 4 Ps are applied, with examples, and explain the value of the organisations. For example, an organisation could include a private leisure club for members only. Look at ways to increase membership, keep present members and attract members that have been lost. Learners will also explain strategies for customer loyalty, target setting, progression. Learners must describe customer recovery techniques. They must explain the term 'benefits' and the factors that influence customer retention. The learner could also explain segmenting and characterising customers, as well as methods of engaging new customers.
Types of evidence:
Evidence could include: • report • case studies • assignment • presentations • blogs.

Marketing skills for sport and physical activity (L/508/4620) (cont'd)

Learning outcome 2

The learner will:

Produce a marketing campaign for an organisation, service or product within the sport and physical activity sector.

The learner must:

- produce a marketing campaign for an organisation, service or product.

Grading descriptors:
Pass: Completes a marketing campaign for a specific organisation, product or service.
Merit: Completes a marketing campaign mostly accurately for a specific organisation, product or service.
Distinction: Completes a marketing campaign accurately and meets all of the requirements for a specific organisation, product or service.
Delivery and Assessment:
The learner will examine an organisation, service or product and produce a report based on the marketing mix which may include: • market • competitors • the product position • current promotional methods used • price. The tutor may provide a scenario for a local organisation, product or service. The learner will produce a marketing campaign for the organisation, service or product which could include the following elements: • method of promotion • cost • resources required • purpose of campaign • target market • timescale.
Types of evidence:
Evidence could include: • report • presentations • blogs • case studies.

Marketing skills for sport and physical activity (L/508/4620) (cont'd)

Learning outcome 3

The learner will:

Review the choices made in the production of the marketing campaign.

The learner must:

- review the evidence they used to prepare the campaign
- consider elements of the marketing campaign
- review methods used to develop the campaign.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the information.
Distinction: Makes well-reasoned and balanced conclusions which inform future developments.
Delivery and Assessment:
Learners must review the process and how they went about it – commenting on challenges and difficulties, degree of confidence in each aspect, and why decisions were made. Learners must produce a rationale explaining why each element was chosen, including the factors considered and choices made when designing and implementing the campaign. This could include the following elements: • method of promotion • cost • resources required • purpose of campaign • target market • timescales.
Types of evidence:
Evidence could include: • report • presentation.

Managing facilities for sport and physical activity (R/508/4621)

Unit summary	This unit allows learners to gather understanding of the management requirements for sport and physical activity facilities and provides opportunities to apply some of the skills developed.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the sport and physical activity sector.

The learner must:

- outline the key features of the sport and physical activity sector
- identify employment opportunities in the sport and physical activity sector
- describe trends and fashions in the sport and physical activity sector.

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.

Managing facilities for sport and physical activity (R/508/4621) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
The learner must produce a report on the key features of the sport and physical activity sector. Examples to include: • size and scope of the sector and the people it engages • examples of types of facilities, number of employees some of the types of facility generally employ, and their job roles • contribution to society that the sector and its facilities make • economic contributions that the sector and its facilities make. Employment opportunities to include employment in: • private sector organisations and facilities (private clubs, health clubs, members' clubs) • public sector (government and local authority) • voluntary sector. Initiatives and current fashions and trends such as: • fitness apps • health and sport • socio-economic • emerging competition • privatisation.
Types of evidence:
Evidence must include: • report. Evidence could include: • case studies (including comparisons between types of provision and facilities) • assignments • presentations • web pages.

Managing facilities for sport and physical activity (R/508/4621) (cont'd)

Learning outcome 2

The learner will:

Understand the principles of operational management.

The learner must:

- describe operational requirements for different types of facilities within the sports industry
- outline the key concepts of financial management within facilities
- describe the features of different sports facilities.

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.
Delivery and Assessment:
Learners must research, then create a presentation on, findings that show understanding of the requirements for management within the sport and physical activity sector. Learners will focus their presentation on at least 2 of the facilities below and the activities that may be undertaken within them: • private/public leisure clubs • hotel leisure clubs • fitness studios • stadiums • voluntary sector facilities, for example church halls.

Managing facilities for sport and physical activity (R/508/4621) (cont'd)

Learning outcome 2 (cont'd)

Delivery and Assessment:
Learners will examine facilities and the activities within them, describing and offering contrast on the following: • budgets and finances within the facilities • staffing levels, job roles and responsibilities • health and safety considerations • equipment and facilities • customer service requirements and target audience • membership prices • products and services available • equipment regularly used, its suitability for activities and requirements for upkeep. The learner must produce a report or PowerPoint presentation identifying key operational requirements of a sports facility. These may include: • staffing • timetabling • equipment maintenance • financial planning • health and safety • hygiene • advertising/marketing.
Types of evidence:
Evidence must include: • presentation. Evidence could include: • assignments • case studies.

Managing facilities for sport and physical activity (R/508/4621) (cont'd)

Learning outcome 3

The learner will:

Understand the importance of effective management and teamwork in the sport and physical activity sector.

The learner must:

- describe how to support the work of the team
- identify how to improve own work and performance
- demonstrate how to work effectively with colleagues and manage situations.

Grading descriptors:
Pass: Shows application of some specialist skills in decision making and working with colleagues to achieve an objective.
Merit: Shows effective application of specialist skills in decision making and working with colleagues to achieve an objective.
Distinction: Uses consistent effective application of specialist skills in decision making and working with colleagues to achieve an objective.

Managing facilities for sport and physical activity (R/508/4621) (cont'd)

Learning outcome 3 (cont'd)

Delivery and Assessment:
Learners must use their assignment work to describe different methods of supporting a workforce team within a sports facility. Examples could include: • continuing professional development (CPD) • human resources (HR) systems • health care • mentoring • collaboration with other facilities • employee assistance programmes. Learners will demonstrate through work experience, role play or simulation, how to work effectively with different team members. Case studies and scenarios can be used to facilitate this within a sports facility. Examples of a brief could include dealing with customers, setting up and putting down of equipment, or working towards a project to improve the facility. A specific objective must be identified. Learners must describe in a presentation or viva/professional discussion how they can facilitate improvements in work performance for themselves and others via: • action plans • appraisals • training • qualifications. Learners must provide specific examples related to their own practice and describe how they would manage this process for others.
Types of evidence:
Evidence could include: • role play/simulation • observation • reports • case studies • working documents • assignments • presentations.

Sports nutrition (Y/508/4622)

Unit summary	In this unit learners will understand the structure and function of the digestive system, the importance of hydration and the components of a balanced diet in relation to sports performance. Learners will know how to plan an appropriate diet plan for a selected sports performer and activity.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the key concepts of nutrition and digestion.

The learner must:

- describe the functions and principles of digestion
- describe the components and classifications of food
- explain the concept of a balanced diet.

Grading descriptors:
Pass: Uses information from a specialist source and explains the principles of digestion, components and classifications of food and the concept of a balanced diet in own words.
Merit: Uses information found in different formats from at least 2 specialist sources and explains, mostly accurately, the principles of digestion, components and classifications of food and the concept of a balanced diet in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats, and accurately explains the principles of digestion, components and classifications of food and the concept of a balanced diet in own words.

Sports nutrition (Y/508/4622) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
The learner must describe the functions of the digestive system (digestion, absorption and excretion) including the structure and function of its various components such as: • buccal cavity • oesophagus • stomach • duodenum • pancreas • liver • gall bladder • small intestine • large intestine • kidneys • digestive juices and enzymes. The learner must include descriptions of: • macronutrients (carbohydrates, proteins, fats) • fibre • micronutrients (vitamins, minerals) • nutritional requirements (essential and non-essential) • common terminology (Recommended Daily Allowance, Optimum Level, Safe Intake, Estimated Average Requirements and their standard abbreviations – RDA, SI, EAR). The learner must explain the concept of balanced diet including RDA, the Eat Well Guide and fluid intake.
Types of evidence:
Evidence could include: • assignment • leaflet • poster • presentation.

Sports nutrition (Y/508/4622) (cont'd)

Learning outcome 2

The learner will:

Understand energy intake and expenditure for sports performance.

The learner must:

- describe the principles of weight management
- explain the importance of a balanced diet to optimise sports performance.

Grading descriptors:
Pass: Describes issues of current practice regarding a balanced diet and sports performance.
Merit: Describes issues of current practice, regarding a balanced diet and sports performance, using appropriate specialist language in context.
Distinction: Describes issues of current practice, regarding a balanced diet and sports performance, correctly applying specialist language in context.
Delivery and Assessment:
The learner must describe the principles of weight control including: • fat loss • lean weight gain • weight management and maintenance • positive and negative energy balance. Learners must describe the importance of a balanced diet in order to optimize sports performance, considering the following: • sources, for example fats, carbohydrates, proteins • measures, for example calories, joules, kilocalories, kilojoules • measuring requirements, for example body composition, lean body mass, percentage body fat for example skinfold analyses, hydro densitometry, body weight, and how these can all be used as tools to optimize performance • the balance of energy based on basal metabolism, age, gender, climate, physical activity. The learner could consider the concept of assessing daily total energy needs, which involves considering the combination of basal metabolic rate (BMR) and physical activity level (PAL). Various methods for calculating calorie intake to maintain current body weight could be introduced, for example, the Harris-Benedict Equation.
Types of evidence:
Evidence could include: • report or presentation • poster • leaflet • podcast.

Sports nutrition (Y/508/4622) (cont'd)

Learning outcome 3

The learner will:

Understand hydration and its effects on sports performance.

The learner must:

- describe hydration, including timings, sources and effects on performance.

Grading descriptors:
Pass: Uses information from a specialist source and describes hydration, including timings, sources and effects on performance in own words.
Merit: Uses information found in different formats from at least two specialist sources and describes mostly accurately, hydration, including timings, sources and effects on performance in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats, and accurately describes hydration, including timings, sources and effects on performance in own words.
Delivery and Assessment:
The learner must describe hydration and its effects on sports performance, including when to drink and what to drink. The learner must describe pre-event, inter-event and post-event hydration. They must describe the different sources of hydration that are now available, such as hypertonic, hypotonic, isotonic and water. The learner must also describe the effects of hydration on a performer's body ie dehydration, hyper-hydration, hypo-hydration and super-hydration. The learner must also describe the effects on an individual if they do not follow an appropriate hydration plan, for example: • intensity of training and competition • duration of training and competition • frequency of training and competition • recovery of training and competition.
Types of evidence:
Evidence could include: • report or presentation • workbook • podcast • brochure/leaflet • professional discussion notes.

Sports nutrition (Y/508/4622) (cont'd)

Learning outcome 4

The learner will:

Create a dietary plan for a selected sports performer.

The learner must:

- undertake a diet screening activity for a selected sports performer
- respond to the information gathered during the screening process
- create a diet plan for a selected sports performer.

Grading descriptors:
Pass: The process and outcome will show application of some specialist skills in completing the diet screening, interpreting the information and devising the diet plan.
Merit: The process and outcome will show the effective application of specialist skills in completing the diet screening, interpreting the information and devising the diet plan.
Distinction: The process and outcome will show the consistent effective application of specialist skills in completing the diet screening, interpreting the information and devising the diet plan.
Delivery and Assessment:
The learner must devise an appropriate dietary questionnaire to include personal details (for example height, weight, age) and physical activity, and appropriate BMR equations, and use it on a selected sports performer. The learner must interpret and report the results of the questionnaire, making recommendations for nutritional intakes, such as kcals, based on the performer and their activity types and levels. The learner must then produce a 2-week dietary and hydration plan for the sports performer. The plan must include information such as sports participated in, level of participation, training undertaken and the aims of the diet plan. The plan must also consider all food groups and be based around the chosen individual's activity and performance plan. The learner should justify their choices within the diet plan using further research where appropriate.
Types of evidence:
Evidence must include: • questionnaire • data analysis • dietary and hydration plan.

Personal and professional development (D/508/4623)

Unit summary	In this unit learners will understand personal and professional development including the skills required to be successful. The learner will produce and follow their own personal and professional development action plan. The learner will review the plan, modifying it to take into account their future development.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand personal and professional development.

The learner must:

- define personal and professional development
- explain the skills required for effective learning
- describe the skills and knowledge required to be successful in sport and active leisure.

Grading descriptors:
Pass: Supports all points with some sophisticated examples of skills and knowledge required for future employment.
Merit: Supports all points with sophisticated examples and some appropriate comparisons between the different areas of employment.
Distinction: Supports all points with sophisticated examples and appropriate comparisons between the skills, knowledge and attributes required for different areas of employment.

Personal and professional development (D/508/4623) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
The learner must provide a definition of what is meant by both 'personal development' and 'professional development' and the difference between them. Using examples, the learner must explain the skills required for effective learning, and could focus on areas such as: • independent research • academic writing • presentation skills • communication skills • reflection • the ability to support points with sophisticated examples • making reasoned and balanced conclusions • applying specialist language • coming up with effective solutions to complex technical problems • using information from a wide range of specialist sources. Using examples, the learner must describe the skills, knowledge and attributes required to be successful in a chosen career path. These could include: • personal skills and attributes, for example time management, communication, empathy • knowledge (qualifications, subject specialisms) • minimum operating standards • industry demands • legal requirements of their chosen career • membership bodies • experience. They could also include qualifications, interpersonal and employability skills required.
Types of evidence:
Evidence could include: • report or presentation • professional discussion.

Personal and professional development (D/508/4623) (cont'd)

Learning outcome 2

The learner will:

Produce and undertake a personal and professional development action plan.

The learner must:

- outline their own skills and characteristics
- produce a personal and professional development action plan
- undertake a personal and professional development action plan.

Grading descriptors:
Pass: Makes reference to research (from LO1) in the production of the personal and professional development action plan.
Merit: Demonstrates an understanding/the use of research (from LO1) in the production of the personal and professional development action plan.
Distinction: Demonstrates a consistent and detailed understanding/use of research (from LO1) in the production of the personal and professional development action plan.
Delivery and Assessment:
The learner must explore their own skills and characteristics, based on the requirements for academic study and employability in their chosen career path outlined in LO1. They must produce a skills audit that should include current qualifications, soft skills or relevant experiences. The learner must use an audit tool, such as a strengths, weaknesses, opportunities and threats (SWOT) analysis, to identify strengths and areas for improvement, as well as opportunities and strengths that relate to their study and chosen career path. Learners must use their audit to create an action plan for their own personal and professional development. It should include aims and objectives as well as set goals that are specific, measurable, achievable, relevant, and time-bound (SMART) and phased (short, medium and long term) and will allow them to record progress over a period of time. The audit should also identify appropriate personal and professional development activities, such as: • courses • seminars • research • journal • guest speaker • mentoring/coaching • conferences. The learner must then follow their action plan for a period of time, focusing on a minimum of 3 elements of their action plan. The learner must record their progress evidenced with a journal, diary or log, as well as any supporting documentation of activity that has been undertaken. The recommended time scale would be a minimum of 6 weeks but a longer time frame would be preferable to allow for extended development opportunities.

Personal and professional development (D/508/4623) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • journal/diary/log • research notes • SWOT analysis (or similar). Evidence could include: • witness statements • letters/certificates of attendance • screenshots.

Personal and professional development (D/508/4623) (cont'd)

Learning outcome 3

The learner will:

Review their personal and professional development action plan, modifying it to take into account their future development.

The learner must:

- review their own performance in designing and following a personal and professional development action plan
- review the design of their personal and professional development action plan
- modify the action plan.

Grading descriptors:
Pass: Draws up a modified action plan to improve or extend the original action plan, which has some links to the experience of planning and following an action plan.
Merit: Draws up a modified action plan to improve or extend the original action plan, which is clearly linked to the experience of planning and following an action plan.
Distinction: Draws up a comprehensive action plan to improve or extend the original action plan, which is clearly linked to the experience of planning and following an action plan.
Delivery and Assessment:
The learner must use their original skills audit, the action plan and the progress record to evaluate and describe the effectiveness of their action plan as well as any progress made. This must include an evaluation of their progress against their targets, aims, objectives and goals and an evaluation of the impact that any progress has had on their study and their career aspirations. The learner must identify areas for further development to their plan, based on the success of their action plan, the progress made so far and their career choice. They must then modify and develop their action plan future goals. The modified action plan should enable them to succeed as they progress within their current course and into higher education or employment.
Types of evidence:
Evidence must include: • evaluation report • modified action plan.

Encouraging active lifestyles (H/508/4624)

Unit summary	In this unit learners will understand the barriers to, and benefits of, physical activity. They will explore the campaigns that aim to encourage specific populations to engage in physical activity, and evaluate their suitability and impact. They will plan, present and evaluate their own campaign, aimed at a specific population.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the barriers to, and benefits of, physical activity in sport.

The learner must:

- understand psychological and sociological barriers to physical activity, sport or exercise
- understand physical and psychological effects of sport, physical activity or exercise.

Grading descriptors:
Pass: Supports all points with some sophisticated examples of the different barriers and benefits to physical activity, sport and exercise.
Merit: Supports all points with sophisticated examples and some appropriate comparisons between the different barriers and benefits to physical activity, sport and exercise.
Distinction: Supports all points with sophisticated examples and appropriate comparisons between the different barriers and benefits to physical activity, sport and exercise.

Encouraging active lifestyles (H/508/4624) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
The learner must describe the psychological and sociological barriers, real or perceived, that prevent people taking part in physical activity, sport or exercise, such as: • time • health • attitude • age • motivation • availability of facilities • deprivation • gender • disability. The learner must describe the benefits of physical activity, sport or exercise including physical and psychological benefits such as: • decreased stress • improved self-esteem • improved quality of sleep • decreased blood pressure • improved mood • decrease in bone demineralization.
Types of evidence:
Evidence could include: • report or presentation • professional discussion • case studies • web pages.

Encouraging active lifestyles (H/508/4624) (cont'd)

Learning outcome 2

The learner will:

Understand special populations and the physical activity, sport and exercise campaigns that target them.

The learner must:

- understand special populations that may be targeted for physical activity, sport and exercise campaigns
- describe UK-based physical activity, sport and exercise campaigns aimed at increasing participation.

Grading descriptors:
Pass: Makes reasoned conclusions about physical activity, sports and exercise interventions, based on appropriate information.
Merit: Makes reasoned and balanced conclusions about physical activity, sports and exercise interventions, based on the information, ie weighs up pros and cons and then makes a decision and explains why.
Distinction: Makes well-reasoned and balanced conclusions about physical activity, sports and exercise interventions and suggests future developments.
Delivery and Assessment:
Learners must identify special populations that may be targeted for physical activity, sport and exercise interventions, such as: • children • older people • sedentary workers • disabled people • females • people from economically deprived areas • people who are clinically obese or overweight. Learners must research and describe 2 UK based physical activity, sport and exercise campaigns aimed at increasing participation. Learners must produce an evaluation of the chosen campaigns including their suitability and impact. This could include aims and objectives, purpose and target audience, promotional methods and materials, and how the campaign addresses any potential barriers. Campaigns could include: • Sport England • Street Games • This Girl Can • Let's Move • Change4Life • The Daily Mile.

Encouraging active lifestyles (H/508/4624) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence could include: • report or presentation • posters • leaflets • web pages • research file • case studies.

Encouraging active lifestyles (H/508/4624) (cont'd)

Learning outcome 3

The learner will:

Plan a physical activity, sport or exercise campaign.

The learner must:

- create a campaign proposal
- present the campaign proposal.

Grading descriptors:
Pass: Completes a campaign proposal and presentation following the requirements of the specialist population.
Merit: Completes a campaign proposal and presentation mostly accurately following the requirements of the specialist population.
Distinction: Completes a campaign proposal and presentation accurately and meeting all of the requirements of the specialist population.
Delivery and Assessment:
Learners must identify a special population and plan their own campaign to encourage participation in a healthier lifestyle. This could be a local or national campaign and learners will create a proposal which will include: • aims and objectives • purpose and target audience • promotional methods and materials • how the campaign addresses any potential barriers. Learners must consult with individuals or groups within their special population to identify their needs and requirements in terms of the content, frequency and visibility of the campaign. Learners must then present their campaign proposal. This could be to their tutor, but ideally to a small sample of their target population or someone working in industry.
Types of evidence:
Evidence must include: • meeting notes from focus groups • campaign proposal • campaign presentation. Evidence could include: • audio-visual • witness statements • tutor/peer feedback • reflective journal.

Encouraging active lifestyles (H/508/4624) (cont'd)

Learning outcome 4

The learner will:

Review the physical activity, sport or exercise campaign.

The learner must:

- evaluate strengths and areas for improvement within the campaign
- critique their own performance in the campaign activity.

Grading descriptors:
Pass: Makes reasoned conclusions about the outcome of the campaign based on appropriate information.
Merit: Makes reasoned and balanced conclusions about the outcome of the campaign based on the information.
Distinction: Makes well-reasoned and balanced conclusions about the outcome of the campaign which inform future developments.
Delivery and Assessment:
Learners must evaluate their campaign proposal and presentation including a self-reflection of their own performance in its planning, production and delivery. They must describe any strengths and/or weaknesses of their campaign, identified through self-reflection or based on feedback from their presentation. Learners must describe any improvements that could be made and any barriers that may prevent the campaign from being a success. This could be done in the form of a strengths, weaknesses, opportunities and threats (SWOT) analysis or a reflective journal. Feedback from others should be taken into account in the production of the evaluation.
Types of evidence:
Evidence must include: • evaluation report • feedback from others. Evidence could include: • SWOT analysis • reflective journal.

Applied sports psychology (K/508/4625)

Unit summary	This unit gives learners the opportunity to develop their knowledge and understanding of psychological concepts within sports performance. It examines how coaches and performers use psychological techniques to influence the performance of individuals and teams.
Total unit time	75
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand how psychological factors can affect sports performance.

The learner must:

- understand the role of a sport psychologist
- describe sport psychology techniques
- explain methods of analysis.

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice, using appropriate specialist language in context.
Distinction: Describes issues of current practice, correctly applying specialist language in context.
Delivery and Assessment:
Learners must describe the role of a sport psychologist and give current examples of how they're used in different sports, for example: • performance enhancement • development • injury rehabilitation • lifestyle management strategies • group dynamics • role model - developing younger players. Learners must evaluate the techniques that are used in sport psychology and look at how different sporting examples could be applied. Learners must focus on the following areas: • confidence • motivation • anxiety • arousal.

Applied sports psychology (K/508/4625) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
• stress • mental preparation. Techniques that can be used: • breathing control • arousal control • imagery • mental rehearsal • Progressive Muscular Relaxation (PMR) • goal setting • psyching up. Learners must explain why confidentiality and consent are important. Learners must explain the different analysis methods and when and how they are used. Methods of gathering information should include: • profiling • methods of interpreting results • types of questionnaire • feedback • communication skills • skills to elicit information.
Types of evidence:
Evidence could include: • report • case studies • web pages • research file.

Applied sports psychology (K/508/4625) (cont'd)

Learning outcome 2

The learner will:

Produce a 6-week psychological training plan.

The learner must:

- use analysis methods for a client or case study
- produce a training programme.

Grading descriptors:
Pass: The training programme will show application of some specialist skills.
Merit: The training programme will show the effective application of specialist skills.
Distinction: The training programme will show the consistent effective application of specialist skills.
Delivery and Assessment:
Learners must interview a client who currently participates in sport. They should use analysis methods to evaluate personal strengths and areas for development within sport psychology. Learners must write a sport-specific 6-week training programme that focuses on at least 3 areas for development. A weekly specific, measurable, achievable, relevant, and time-bound (SMART) target for each area of development and a description of what the client should be working on must be included. Learners will also provide a justification of the choices made. Learners must then lead on one element of the training programme and measure the impact and success. Learners could use either qualitative or quantitative methods or a combination of both and should receive feedback from the client.
Types of evidence:
Evidence must include: • training programme.

Applied sports psychology (K/508/4625) (cont'd)

Learning outcome 3

The learner will:

Analyse the training programme.

The learner must:

- consider the methods of data collection
- consider the impact of the training programme
- evaluate feedback from client.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the information.
Distinction: Makes well-reasoned and balanced conclusions which inform future developments.
Delivery and Assessment:
The learner must produce a reflection which should include an evaluation of the data collection method and suggestions for any alterations, such as: • interview skills • interview questions • type of collection method • collection environment/timing. The learner must evaluate the feedback from the client to assess whether the strategy had any impact on performance, what the client liked or didn't like, its success and identification of future needs.
Types of evidence:
Evidence could include: • report • presentation • video blog • blog • professional discussion.

Biomechanics (M/508/4626)

Unit summary	In this unit learners will understand the principles of biomechanics and its use in sport. Learners will undertake a biomechanical observation and analysis of a performer and review performance against a biomechanical model or elite athlete.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the principles of biomechanics and its use in sport.

The learner must:

- describe the principles of biomechanics
- explain their application to sporting actions.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words.
Merit: Uses information found in different formats from at least two specialist sources and communicates it mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates it in own words.

Biomechanics (M/508/4626) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners must select a sport and examine the technical characteristics and biomechanical principles across a range of key actions. This should include: • the planes and axes that actions are taking place in • the movements that are taking place at those axes for example flexion, adduction • the levers (first, second and third class) involved including fulcrum, effort and load • Newton's laws of motions - first, second and third • the forces at work, for example internal and external, and how they are being applied • the application of stability principles • scalars (for example speed, power) and vectors (for example velocity, acceleration) involved. For example, the technical characteristics of actions could include a drive in golf, a vault in gymnastics, a basketball free throw, a top spin tennis serve, or a lineout throw in rugby. Learners must describe the core principles of biomechanics which should include: • velocity • vectors • speed • power • scalers • acceleration • laws of motion. Learners must explain how the core principles relate to the identified technical characteristics.
Types of evidence:
Evidence could include: • report • presentation • poster • diagrams.

Biomechanics (M/508/4626) (cont'd)

Learning outcome 2

The learner will:

Undertake a biomechanical observation and analysis of a performer.

The learner must:

- use appropriate analysis observation methods for recording and analysis
- undertake observation and analysis of a sporting action.

Grading descriptors:
Pass: Process and outcome will show the application of some specialist skills in completing the analysis.
Merit: Process and outcome will show the effective application of specialist skills in completing the analysis.
Distinction: Process and outcome will show the consistent effective application of specialist skills in completing the analysis.
Delivery and Assessment:
The learner must select appropriate analysis and recording methods to gather evidence of the performer for analysis such as: • filming • still images • use of software packages/apps • use of equipment, physical (lab and field) testing. The learner must use the chosen methods to record and analyse the performer and record the results and should consider the following: • movement phases (preparation, execution and follow-through) involved in the action • joints involved and the sequence and types of joint movements • planes and axes in which the movement is taking place • muscles involved and their function, for example agonists, fixators • types of contraction, for example concentric, eccentric.
Types of evidence:
Evidence must include: • research analysis • report. Evidence could include: • storyboard • poster • flow chart.

Biomechanics (M/508/4626) (cont'd)

Learning outcome 3

The learner will:

Review biomechanical performance.

The learner must:

- evaluate biomechanical performance against a technical model or elite performer
- suggest areas for biomechanical development
- evaluate their undertaking of the activity.

Grading descriptors:
Pass: Describes the effectiveness of the movements of a performer and links these to the success or otherwise of the overall outcome.
Merit: Describes the effectiveness of the movements of a performer in relation to the biomechanical principles and justifies their use.
Distinction: Describes the effectiveness of the movements of a performer in relation to the biomechanical principles, justifies their use and suggests further improvements.
Delivery and Assessment:
The learner must produce a report or a presentation and must compare their performer's movements from LO2 to a technical model or elite performer. The learner must identify a range of strengths and areas for development and should justify their choices based on biomechanical principles. The learner could also suggest correction methods and areas for improvement with clear targets. These could include: • technical development programme • specific fitness element • skills and techniques practice (for example whole-part-whole). The report or presentation must also include a reflective account of how they undertook this activity.
Types of evidence:
Evidence must include: • report or presentation.

Applied exercise physiology (T/508/4627)

Unit summary	In this unit learners will understand factors that affect performance, including physical, environmental and ergogenic aids. They will plan and carry out an investigation on an individual to identify factors that affect performance, review the results and draw conclusions from the research.
Total unit time	75
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	This unit is graded

Learning outcome 1

The learner will:

Understand factors that affect performance.

The learner must:

- explain how physical and environmental factors affect performance
- describe how ergogenic aids affect performance.

Grading descriptors:
Pass: Supports all points of research on physical, environmental and ergogenic aids and their effects on performance with some sophisticated examples.
Merit: Supports all points of research on physical, environmental and ergogenic aids and their effects on performance with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points of research on physical, environmental and ergogenic aids and their effects on performance with sophisticated examples and appropriate comparisons.

Applied exercise physiology (T/508/4627) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:

Learners must research physical and environmental factors and choose 2 factors from each category and provide examples to describe how they can affect performance:
 	
• physical:
  ○ diet
  ○ age
  ○ gender
  ○ ethnicity
  ○ height and weight
  ○ body type
• environmental factors:
  ○ altitude
  ○ temperature
  ○ seasons
  ○ day/night.
 	
Learners must research the different classifications of ergogenic aids (nutritional, drugs, mechanical, physiological and psychological) and choose one aid from each classification to describe how they can affect performance, providing examples.
 	
Learners must research the suitability of ergogenic aids (minimum of one ergogenic aid from 2 different classifications) for a chosen sport situation.
 	
Examples of ergogenic aids in each classification include:
 	
• nutrition-based aids, for example caffeine, carb loading, creatine
• mechanical aids, for example altitude, water, vibration training, equipment
• drugs, for example beta blockers, steroids, doping
• physiological, for example massage, taping, acupuncture
• psychological, for example motivation, imagery, relaxation techniques.

Types of evidence:
Evidence could include: • report • web pages • presentation • leaflet • guide • handout.

Applied exercise physiology (T/508/4627) (cont'd)

Learning outcome 2

The learner will:

Research factors that affect the performance of an individual.

The learner must:

- research the effects of environmental factors, physical or ergogenic aids on an individual.

Grading descriptors:
Pass: The research and scientific report will show application of some specialist skills.
Merit: The research and scientific report will show effective application of specialist skills.
Distinction: The research and scientific report will show consistent effective application of specialist skills.
Delivery and Assessment:
The learner must plan and conduct an investigation on an individual focusing on one of the following factors and how it affects performance: • physical, for example lung capacity • environmental, for example temperature • ergogenic aids, for example caffeine. The learner must carry out the investigation following the correct protocol, manage conditions and variables, collect and record data. The learner must apply experimental control so that they can establish a baseline to compare results, to ensure the results are due to the effect of the variable being tested. The learner must produce a scientific report which must include the methodology, ethical considerations, consent, resources required, validity and reliability of the test, and collection methods.
Types of evidence:
Evidence must include: • scientific report. Evidence could include: • case study • research file.

Applied exercise physiology (T/508/4627) (cont'd)

Learning outcome 3

The learner will:

Review the findings of the investigation drawing conclusions.

The learner must:

- analyse the results/findings from the investigation.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on appropriate information.
Distinction: Makes well-reasoned and balanced conclusions which inform future developments.
Delivery and Assessment:
Using the scientific report from LO2, the learners must review the results and draw conclusions about the effects of the chosen factor on performance. Comparison should be made between the control test outcome and tests on the individual.
Types of evidence:
Evidence could include: • report.

Laboratory and field based experiment methods (F/508/4632)

Unit summary	This unit gives learners practical experience in a variety of laboratory and field based experimental methods. Learners will be able to understand, develop and apply practical skills and sporting knowledge to experimental methods, whilst understanding and appreciating the importance of adhering to health and safety protocols. The unit allows for learners to develop the skills required to become adept at handling and interpreting scientific data.
Total unit time	75
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Graded	This unit is graded

Learning outcome 1

The learner will:

Understand laboratory and field based experimental methods.

The learner must:

- describe the characteristics of laboratory and field based experiments
- describe health and safety requirements
- explain the types of equipment used.

Grading descriptors:
Pass: Describes issues of current practice in laboratory and field based fitness testing.
Merit: Describes issues of current practice in laboratory and field based fitness testing, using appropriate specialist language in context.
Distinction: Describes issues of current practice in laboratory and field based fitness testing, correctly applying specialist language in context.

Laboratory and field based experiment methods (F/508/4632) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:

Learners must describe laboratory and field based experiments and give examples of the protocols used to ensure validity and reliability.

Learners will describe:

- health and safety practices to include:
  - appropriate preparation and practice in the laboratory/field environment for example:
    - health screening
    - protocol compliance
    - environmental conditions
    - facilities
    - personal practice
- considerations for measuring techniques, for example:
  - proximity
  - informed consent
  - communication
  - client comfort
- use and maintenance of equipment, for example:
  - sterilization
  - hygiene
  - calibration
  - accuracy
  - preparation
  - maintenance
  - storage
  - validity
  - reliability.

Learners must research and present appropriate methods of calculating and interpreting data for different laboratory and field tests for example:

- automatic recording systems
- recording documents
- use of software
- manual calculations
- normative data
- report writing
- feedback.

Learners must explain the correct protocol and use of equipment in a range of laboratory and field tests, including considerations to ensure validity and accuracy.

Laboratory and field based experiment methods (F/508/4632) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence:
Evidence could include: • presentation • report • research file • web pages.

Laboratory and field based experiment methods (F/508/4632) (cont'd)

Learning outcome 2

The learner will:

Undertake laboratory and field based experiments.

The learner must:

- prepare the experiments
- demonstrate the experiments safely
- produce valid and reliable data.

Grading descriptors:
Pass: Shows experimentation with complex equipment or techniques whilst undertaking laboratory and field based fitness tests.
Merit: Shows experimentation with complex equipment and techniques whilst undertaking laboratory and field based fitness tests.
Distinction: Shows experimentation with complex materials and techniques through which practice is improved.
Delivery and Assessment:
Learners must undertake a range of laboratory and field based experiments on a suitable individual, using correct measuring techniques. Learners must select a specific sport and use tests relevant to that sport and its demands. Examples of experiments: • blood lactate testing • VO2 max testing • aerobic step tests, for example Harvard, Queens College, Forestry • biomechanical testing, for example force plates • power tests, for example Wingate test, vertical jump • anthropometry, for example biological impedance, body fat, skinfold using callipers • speed test using light/speed gates. Learners must use appropriate equipment correctly during the experiments. The equipment will also be correctly set up and maintained at the various stages of the experiment. Learners must collect and record data from the experiments using the correct methods, ensuring that this is accurately undertaken.
Types of evidence:
Evidence could include: • audio/visual • witness statements • data.

Laboratory and field based experiment methods (F/508/4632) (cont'd)

Learning outcome 3

The learner will:

Review laboratory and field based experiments.

The learner must:

- consider data interpretation
- review the process and protocols
- suggest athlete improvement recommendations.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the information.
Distinction: Makes well-reasoned and balanced conclusions which inform future developments.
Delivery and Assessment:
Learners must produce a scientific report which sorts and collates the data gathered. This data must then be used for analysis against normative data. Learners will apply statistical tests to analyse the results, ascertaining relationships and differences between the test results and the normative data for example: • t-tests • validity and reliability issues • comparison to high level performers • age • gender forms. Learners must make recommendations within the report, stating areas for improvement for the individual.
Types of evidence:
Evidence could include: • scientific report.

Coaching special populations (R/508/4635)

Unit summary	This unit allows the learner to enhance knowledge and understanding of sports coaching for special population groups. The unit looks at differences in delivery methods, activities and coaching practice for specific groups of participants, meaning learners have practical experience of delivery with these groups.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand key considerations when coaching special populations.

The learner must:

- describe common special populations in sports coaching groups
- recognise the considerations for coaching sessions for special population groups.

Grading descriptors:
Pass: Describes common special populations and includes characteristics for consideration in sports coaching groups.
Merit: Describes common special populations and includes characteristics for consideration in sports coaching groups, using appropriate specialist language in context.
Distinction: Describes common special populations and includes characteristics for consideration in sports coaching groups correctly applying specialist language in context.

Coaching special populations (R/508/4635) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
Learners must describe the characteristics of different special population groups in sports coaching. Special populations must include: children, elderly people and people with a disability. Learners must include the factors that determine why each group is categorised as a special population, for example stages of development in children, limitations in the elderly and barriers to participation. Learners must describe the considerations for each group in a coaching session, for example: • contraindications • legal and welfare requirements • social needs • agency referrals • health and safety considerations • safeguarding • screening requirements. Learners must include adaptations that could be made to facilitate safe and effective participation in coaching sessions for each group.
Types of evidence:
Evidence could include: • report • assignment • presentation.

Coaching special populations (R/508/4635) (cont'd)

Learning outcome 2

The learner will:

Prepare a coaching session for a special population group.

The learner must:

- produce a coaching session plan.

Grading descriptors:
Pass: Produces a coaching session plan for a chosen special population group showing application of some specialist skills.
Merit: Produces a session plan for a chosen special population group showing the effective application of specialist skills.
Distinction: Produces a session plan for a chosen special population group showing the consistent effective application of specialist skills.
Delivery and Assessment:
Learners must plan a sports coaching session for a chosen special population. It must have clear aims and objectives and highlight their roles and responsibilities during the session. The sports coaching plan should cover basic background information such as: • athlete individual and/or group demographic: numbers, age, gender, ability, special needs, targets, facilities • resource needs: human, physical, environmental • health and safety requirements, risk assessing, emergency procedures and contingencies The session plan must include: • warm-up activities • main session activities including progressions • coaching points • cool-down activities The session plan must include group-appropriate activities for the selected special population for example games for children, activities related to everyday living for elderly and adaptions/modifications.
Types of evidence:
Evidence must include: • coaching session plan.

Coaching special populations (R/508/4635) (cont'd)

Learning outcome 3

The learner will:

Deliver a coaching session for a special population group.

The learner must:

- deliver the devised coaching session plan.

Grading descriptors:
Pass: Delivers the session, showing application of some specialist skills needed to coach the selected special population group.
Merit: Delivers the session showing effective application of specialist skills needed to coach the selected special population group.
Distinction: Delivers the session showing the consistent effective application of specialist skills needed to coach the selected special population group.
Delivery and Assessment:
The learner must deliver a minimum of a 20-minute coaching session which incorporates the session plan content (LO2) for their chosen special population group. Learners must display competence in their coaching skills and will be assessed on general coaching aspects such as: • communication • position in the session • when and what to correct • motivation • pitch and tone • language • terminology • body language. The learner must also be assessed on their ability to relate the session to the specific group by displaying knowledge of the characteristics of the special population. Ideally the coaching session should be recorded so evidence is available for internal and external quality assurance processes and the learner can also review their work which will support them in the review process. Observation of coaching delivery using an observation checklist which may be devised by the centre. Specialist skills could refer to the ability to coach the specialist group with consideration for their needs.

Coaching special populations (R/508/4635) (cont'd)

Learning outcome 3

Types of evidence:
Evidence must include: • session plan • observation report.

Coaching special populations (R/508/4635) (cont'd)

Learning outcome 4

The learner will:

Review the plan and evaluate the coaching session.

The learner must:

- evaluate the outcomes of the session against the plan
- suggest areas for development.

Grading descriptors:
Pass: Draws up an action plan to improve the coaching session which has some links to the plan and delivered session.
Merit: Draws up an action plan to improve the coaching session which has clear links to the plan and delivered session.
Distinction: Draws up a comprehensive action plan to improve the coaching session, which has clear links to the plan and delivered session.
Delivery and Assessment:
The learner must produce a written review of the plan and session, highlighting strengths and weaknesses. Aims and objectives will be re-assessed with recommendations made for the theme of future sessions with the same group. The learner must ascertain some feedback from participants, this can be recorded at the end of the session via verbal feedback or written questionnaire. There will also be an opportunity to receive feedback from the assessor and use this to support the written review. The learner must complete a short action plan of how they can address any development points identified. Actions may include further sessions, observations of other practitioners, qualifications and courses.
Types of evidence:
Evidence must include: • action plan • review • feedback.

Innovation and enterprise (H/508/4638)

Unit summary	In this unit learners will understand the key concepts that underpin successful innovation and enterprise. Learners will research and propose innovative or enterprising ideas for the sport and active leisure sector. Learners will then explore their own innovative or enterprising idea for the sport and active leisure sector, before reflecting upon the process and the skills required.

Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the key concepts that underpin successful innovation and enterprise.

The learner must:

- describe innovation and enterprise within the sport and active leisure sector
- describe the skills and qualities needed to be a successful innovator.

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.

Innovation and enterprise (H/508/4638) (cont'd)

Learning outcome 1 (cont'd)

Delivery and Assessment:
The learner must describe different types of innovation and enterprise, including the development of products, services, business models and markets. The learner must explore successful ideas through the use of real-life examples from the sports and active leisure sector. These could include but are not limited to: • business models such as budget gyms • in-game technologies such as Hawk-Eye • services such as personal training, for example boot camps • products such as footwear development • markets such as females or adolescent males. Local, national or international examples could be used to help develop ideas and discussion. The learner must describe the skills and qualities needed to be enterprising and innovative such as having vision, self-belief, a positive mindset, determination and open-mindedness and should be able to give examples of why each is important in determining success. The use of real-life entrepreneurs should be encouraged, and where possible, learners should be given the opportunity to engage with and learn from local entrepreneurs.
Types of evidence:
Evidence could include: • report • presentation • assignment • case studies • profiles of individuals.

Innovation and enterprise (H/508/4638) (cont'd)

Learning outcome 2

The learner will:

Research and propose innovative or enterprising ideas for the sport and active leisure sector.

The learner must:

- consider opportunities within the sport and active leisure sector for innovation and enterprise
- research an innovative idea for the sport and active leisure sector.

Grading descriptors:
Pass: Makes reference to research from LO1 that informs the innovative or enterprising ideas.
Merit: Demonstrates an understanding/use of research from LO1 that informs the innovative or enterprising ideas.
Distinction: Demonstrates a consistent and detailed understanding of the research from LO1 and how it informs the innovative or enterprising ideas.
Delivery and Assessment:
The learner must carry out research into the sport and active leisure sector to identify opportunities for innovation and enterprise. The learner must be encouraged to carry out both primary and secondary research to help identify opportunities. This may include research at a local, national or international level and may involve the identification of customer demand through interviews or surveys. The learner must identify businesses, products, services, business models or markets that could be developed and could include press cuttings, internet research or details of local businesses, services or markets. The learner may also be given the opportunity to interview local business owners or entrepreneurs to help them identify areas that could be developed. The learner must describe innovative or enterprising ideas for the sport and active leisure sector. This should be based on their research portfolio and the evidence that they have collected. They should explain and justify ideas based on the results of their research. The learner should be encouraged to consider a range of factors such as customer needs, gaps or opportunities and the viability of ideas for example finance, physical resources, expertise and profitability.
Types of evidence:
Evidence could include: • report • research portfolio • interview notes • presentation.

Innovation and enterprise (H/508/4638) (cont'd)

Learning outcome 3

The learner will:

Explore an innovative or enterprising idea for the sport and active leisure sector.

The learner must:

- develop an innovative or enterprising idea for the sport and active leisure sector
- present an innovative or enterprising idea for the sport and active leisure sector.

Grading descriptors:
Pass: Process and outcome will show application of some specialist skills in completing and presenting the idea.
Merit: Process and outcome will show the effective application of specialist skills in completing and presenting the idea.
Distinction: Process and outcome will show the consistent effective application of specialist skills in completing and presenting the idea.
Delivery and Assessment:
The learner must develop one idea from their research in LO2 into a rationale for a new product, service or business, or development of an existing one. The learner must consider the vision or concept behind their idea including: • possible customers • customer demand • routes to market • strategies for marketing • promotion and implementation • ideas for financing. The rationale should include any supporting evidence. The learner must present their innovative or enterprising idea and should be encouraged to 'sell' their idea through a presentation or 'pitch'. This could be delivered to other students and the tutor, but ideally it would involve other parties such as entrepreneurs, managers, business owners or target audiences for the idea.
Types of evidence:
Evidence must include: • report • rationale • supporting evidence, for example market research.

Innovation and enterprise (H/508/4638) (cont'd)

Learning outcome 4

The learner will:

Review the development of an enterprising idea for the sport and active leisure sector.

The learner must:

- evaluate the process of developing an innovative or enterprising idea for the sport and active leisure sector
- evaluate the skills and qualities required to develop an innovative and enterprising idea.

Grading descriptors:
Pass: Identifies correctly the most/least important strength or weakness and provides some evidence to justify the choice.
Merit: Identifies correctly the most/least important strength and weakness and provides detailed evidence to justify the choice.
Distinction: Describes the relative impact of the strengths and weaknesses.
Delivery and Assessment:
The learner must reflect upon and evaluate the process of generating and developing their innovative or enterprising idea. The learner must consider and describe the skills and qualities that were needed and how they developed these, identifying any strengths and weaknesses. The learner must reflect upon the challenges they faced and overcame at each stage, such as research, idea development, presentation of idea. The learner should describe the relative impact of each of the strengths and weaknesses identified and must conclude by identifying the most important strengths and areas for future development, justifying their choice.
Types of evidence:
Evidence could include: • reflective report • journal/diary • professional discussion notes.

Leading land based activities (D/617/1089)

Unit summary	In this unit, learners will describe a land leader's responsibilities and the legislation they must follow, along with the benefits and barriers to participation. Learners will describe key aspects of planning. Learners will also plan and lead a land based activity.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the responsibilities, legislation and considerations applicable to a land leader.

The learner must:

- describe what and who a land leader is responsible for
- explain the legislation a land leader must follow
- explain the benefits and barriers to participation.

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice, using appropriate specialist language in context.
Distinction: Describes issues of current practice, correctly applying specialist language in context.

Leading land based activities (D/617/1089) (cont'd)

Learning outcome 1:

Delivery and Assessment:
Land based activities are referenced throughout this unit and refer to walking, climbing and mountain biking. Learners must be supervised at all times during any practical activities. Supervision must be from a suitably qualified person. Responsibilities of a land leader may include: • the job role requirements, for example qualifications and experience necessary • choosing the venues/location • planning and recording the routes • why and when group and personal insurance is necessary. Describe the responsibilities of a land leader to: • individuals or groups they are leading • parents or guardians • employing authorities • members of the public. Learners must explain current legislation a land leader must follow for the care of groups under their charge, including legislation relating to the care of young people and vulnerable adults, for example: • Health and Safety at Work etc Act (1974) • Adventure Activity Licensing Association (AALA) • Informed Consent. Learners must explain the health and fitness benefits of land based activities, including any national walking initiatives, and the variety of barriers to participation, for example: • mental and physical disability • the impact of various medical conditions.
Types of evidence:
Evidence could include: • a report.

Leading land based activities (D/617/1089) (cont'd)

Learning outcome 2:

The learner will:

Understand the key areas of planning a land based activity.

The learner must:

- describe the key areas of legislation and access
- explain how to minimise impact, reduce risks and source the weather forecast
- describe any outdoor equipment required.

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice, using appropriate specialist language in context.
Distinction: Describes issues of current practice, correctly applying specialist language in context.

Delivery and Assessment:

In this unit learners must relate their evidence to planning a walking activity as well as either a climbing **or** biking activity. In LO3 and LO4, learners will be required to plan and manage a lowland walk and demonstrate working as an assistant climbing **or** mountain biking instructor.
 	
Learners must describe key areas of legislation and access:
 	
• law relating to rights of way and access
• information on maps regarding rights of way and access
• specially designated areas and limitations on their use
• how and where to get information about access to the countryside, for example:
  ○ guidebooks
  ○ maps
  ○ mountaineering council sources
  ○ local and national access forums
  ○ countryside agencies
  ○ local authorities

Leading land based activities (D/617/1089) (cont'd)

Learning outcome 2:

Delivery and Assessment:
Learners must explain how to minimise impact, reduce risks and source the weather forecast, for example: • how land based activities can impact on the environment and local people • how to minimise impact on the environment and apply the country code conservation programmes such as, 'Leave No Trace' • risks and the methods to manage the risks, for example: learners may refer to the Health and Safety Executive (HSE) 5 stages to risk assessment - www.hse.gov.uk/risk/controlling-risks.htm • weather forecast sources and the impact of weather on planned activities. Learners must also describe equipment requirements for a land-based activity, for example providing a client kit list prior to activity, choice and selection of equipment, maintenance, checking.
Types of evidence:
Evidence could include: • a report

Leading land based activities (D/617/1089) (cont'd)

Learning outcome 3:

The learner will:

Plan and manage a lowland group walk.

The learner must:

- create an accurate route card
- use a map and compass
- lead and monitor a group walk, under supervision
- identify risks and methods to manage them
- identify how to deal with an emergency.

Grading descriptors:
Pass: Process and outcome will show application of some specialist skills in planning and managing a lowland group walk.
Merit: Process and outcome will show the effective application of specialist skills in planning and managing a lowland group walk.
Distinction: Process and outcome will show the consistent effective application of specialist skills in planning and managing a lowland group walk.

Delivery and Assessment:
Learners and any individual taking part in the lowland walk activity must be supervised. Supervision must be from a suitably qualified person. Learners will plan a lowland route and lead (under supervision) a walk appropriate to their group, travel and time constraints. This must include: • developing an accurate route card, to include six figure grid references, times, distances, any height gain, escape routes and a description of the features of each section or leg • leading and monitoring the walk, ensuring that the group is equipped and briefed, using appropriate group management and communication strategies. Considering throughout what went well and what could be improved throughout the walk. Learners must also: • use a map competently, use tick off, catching and linear features, and be able to identify position on a map and use a compass to determine direction • demonstrate knowledge of countryside, for example local features/history, flora and fauna • apply principles to minimise the impact of their activity on the environment, for example, 'Leave No Trace' • identify risks and methods to manage the risks during the journey Identify how to deal with an emergency and how to take appropriate action in the event of an incident.

Leading land based activities (D/617/1089) (cont'd)

Learning outcome 3:

Types of evidence:
Evidence must include: • an accurate and workable route card • a report detailing all planning, a description of how to orientate a map, how to take a bearing and how to deal with an emergency • an evaluation of the walk, what went well and how to improve • assessors observation sheet. Evidence could include: • video or photographic evidence.

Leading land based activities (D/617/1089) (cont'd)

Learning outcome 4:

The learner will:

Demonstrate working as an assistant instructor.

The learner must:

- research the responsibilities of an assistant instructor
- produce a plan for a session
- deliver the session, under supervision.

Grading descriptors:
Pass: Process and outcome will show application of some specialist skills in working as an assistant instructor.
Merit: Process and outcome will show the effective application of specialist skills in working as an assistant instructor.
Distinction: Process and outcome will show the consistent effective application of specialist skills in working as an assistant instructor.

Delivery and assessment:

For this unit learners must choose between either a climbing session and/or mountain biking session. **Learners are not required to produce evidence for both.**

Learners and any individual taking part in the session (climbing or mountain biking) must be supervised. Supervision must be from a suitably qualified person.

Research the responsibilities of an assistant instructor (climbing or mountain biking) to a group, their instructor and any venue used.

Produce a plan for a climbing **or** mountain biking session. For the plan, learners must work with an instructor to establish aims and objectives of the session.

Deliver either a climbing wall **or** single pitch climbing session, **or** a mountain biking skills session under supervision.

When delivering the session (under supervision), learners must:

- brief individuals and the group
- issue appropriate rock climbing or mountain biking equipment and check correct fitting and use
- show an awareness of group management strategies
- demonstrate how to avoid common problems, for example:
  - rock climbing - tying hair back, removing things from pockets, tailing ropes
  - mountain biking - fix a puncture, teach use of gears, brakes, hand signals.

Leading land based activities (D/617/1089) (cont'd)

Learning outcome 4:

Delivery and Assessment:
• manage individual and group needs effectively • demonstrate warming up and injury avoidance techniques **or** riding in mountain bike terrain • identify and apply games and tasks to develop the 'FUNdamentals' of climbing movement or the basic control skills required for mountain biking • store equipment appropriately after the session • explain and demonstrate the fundamental movement skills **or** riding skills and principles of climbing.
Types of evidence:
Evidence must include: • a report/session plan • an evaluation of the session, what went well and how to improve • assessors observation sheet. Evidence could include: • video or photographic evidence.

Leading water based activities (R/617/1090)

Unit summary	In this unit, learners will describe a water leader's responsibilities and the legislation they must follow. Learners will describe key aspects of planning and will describe methods of optimising performance. Learners will also plan and deliver a water based activity, under supervision.
Total unit time	70
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the responsibilities, legislation and considerations applicable to a water leader.

The learner must:

- describe what and who a water leader is responsible for
- explain the legislation a water leader must follow
- explain the benefits and barriers to participation.

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice, using appropriate specialist language in context.
Distinction: Describes issues of current practice, correctly applying specialist language in context.

Delivery and assessment:

Water based activities are referenced throughout this unit. Water based activities may include, for example, kayaking, canoeing, dinghy sailing, surfing, coasteering. Learners must be supervised at all times during any practical activities. Supervision must be from a suitable qualified person.

Describe the responsibilities of a water leader. Responsibilities may include:

- the job role requirements, for example qualifications and experience necessary
- choosing of venues/location
- planning and recording the session
- why and when group and personal insurance is necessary.

Describe the responsibilities of a water leader to:

- individuals or groups they are leading
- parents or guardians
- employing authorities
- members of the public.

Leading water based activities (R/617/1090) (cont'd)

Learning outcome 2

Delivery and assessment:
Learners must explain current legislation a water leader must follow for the care of groups under their charge, including legislation relating to the care of young people and vulnerable adults, for example: • Health and Safety at Work etc Act 1974 • Adventure Activity Licensing Association (AALA) • Informed Consent. Learners must explain the health and fitness benefits of water based activities and the variety of barriers to participation, for example: • mental and physical disability • the impact of various medical conditions.
Types of evidence:
Evidence could include: • a report.

Leading water based activities (R/617/1090) (cont'd)

Learning outcome 2

The learner will:

Understand the key areas of planning a water based activity.

The learner must:

- describe the key areas of legislation and access
- explain how to minimise impact, reduce risks and source the weather forecast
- describe any equipment required.

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice, using appropriate specialist language in context.
Distinction: Describes issues of current practice, correctly applying specialist language in context.

Delivery and assessment:

In this unit learners must relate their evidence to a chosen water based activity. In LO2, LO3 and LO4, learners will be required to plan, manage and review a chosen water based activity.

Learners must describe key areas of legislation and access:

- law relating to rights and access
- specially designated areas and limitations on their use
- how and where to get information about access, for example:
  - guidebooks
  - maps
  - local and national access forums
  - local authorities.

Learners must explain how to minimise impact, reduce risks and source the weather forecast, including the following:

- how water based activities can impact on their environment
- how to minimise the impact
- risks and methods to manage the risks, for example: learners may refer to the Health and Safety Executive (HSE) 5 stages to Risk Assessment: www.hse.gov.uk/risk/controlling-risks.htm
- weather forecast sources and the impact of weather on planned activities.

Learners must also describe the equipment requirements for a water based activity (for example basic maintenance checks, appropriate equipment for activity/group, safety equipment).

Leading water based activities (R/617/1090) (cont'd)

Learning outcome 2

Types of evidence:
Evidence could include: • a report.

Leading water based activities (R/617/1090) (cont'd)

Learning outcome 3

The learner will:

Demonstrate working as an assistant instructor.

The learner must:

- create a session plan
- deliver and monitor the session, under supervision
- identify risks and methods to manage them
- identify how to deal with emergencies
- demonstrate how to clean and store equipment.

Grading descriptors:
Pass: Process and outcome will show application of some specialist skills in working as an assistant instructor
Merit: Process and outcome will show the effective application of specialist skills in working as an assistant instructor
Distinction: Process and outcome will show the consistent effective application of specialist skills in working as an assistant instructor

Delivery and assessment:

Learners and any individual taking part in the water based activity must be supervised. Supervision must be from a suitably qualified person.

Learners will plan and deliver (under supervision) a chosen water based activity appropriate to their group, travel and time constraints. This must include:

- creating a session plan to include choice of activity, venue, aims and objectives
- demonstrating an introduction to the session using appropriate group management and communication strategies, to include delivering any demonstrations
- adapting the activity as needed based on the environment and weather
- ensuring appropriate equipment is selected, checked and used
- monitoring the session, maintaining group wellbeing, management, control, communication, time and support as necessary and consider what went well and what could be improved throughout the activity
- applying methods to minimise the impact of the activity on the environment
- identifying risks and methods to manage the risks during the activity.

Learners must also:

- identify how to deal with an emergency and how to take appropriate action in the event of an incident.
- clean and store equipment afterwards.

Leading water based activities (R/617/1090) (cont'd)

Learning outcome 3

Types of evidence:
Evidence must include: • report/session plan • an evaluation of the session, what went well and how to improve • assessor's observation sheet. Evidence could include: • video or photographic evidence.

Leading water based activities (R/617/1090) (cont'd)

Learning outcome 4:

The learner will:

Understand how to improve water based activity performance through conditioning and routines.

The learner must:

- describe conditioning exercises or skills routines to improve performance at a chosen water based activity
- describe methods to prevent and manage injuries.

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice, using appropriate specialist language in context.
Distinction: Describes issues of current practice, correctly applying specialist language in context.

Delivery and assessment:
Based around an individual's requirements, learners will produce a realistic and workable conditioning or skills development plan for improving at a water based activity. Learners will include a description of the conditioning exercises or skills routines and the methods to prevent and manage injuries. Examples of conditioning exercises/skills routines for water based activities include: Kayaking or canoeing conditioning: • aerobic fitness • muscular strength and power • balance between the major muscle groups • strengthen core musculature • improve trunk flexibility • minimising injury risk. Dinghy sailing skills development: • boat handling • slow speed control • acceleration • line starts • sailing to windward • mark rounding • lay lines • downwind training Surfing:

Delivery and assessment:

- agility, balance and co-ordination (ABC)
- wave selection
- paddle strength
- pop up
- trimming board
- riding left and right
- weather effects
- tidal understanding (spring/neaps rule of twelfths)
- rip currents and swell prediction.

Coasteering:

- weather affects
- tidal understanding (spring/neaps, rule of twelfths)
- rip currents and swell prediction
- swimming between obstacles
- jump techniques, (shallow, mid, deep water entry)
- moving over broken ground
- water exit in moving water
- water safety management, understanding throwline use, rescues.

Examples of methods to prevent and manage injuries:

- correct introduction and demonstrations to techniques for each activity
- health and safety briefings
- manual handling of relevant equipment
- PPE relevant to each activity
- using warmups and cool downs appropriate to each activity
- once warmed up, using relevant stretches for major muscle groups that will be needed
- specific flexibility training related to a particular activity
- remaining hydrated
- preventing the commonest overuse injuries related to each activity
- recognising the initial symptoms of overuse injuries, and taking control measures to prevent them from getting worse
- progressive training, building up to more risky/stressful activity.

Types of evidence:

Evidence must include:

- a conditioning or skills development plan
- a report describing methods to prevent and manage injuries.

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

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

The NCFE Active IQ Level 3 Sport and Physical Activity qualifications are internally assessed and externally quality assured.

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.

Internal assessment

NCFE has created some sample tasks for the internally assessed units. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Quality Assurance team on 0191 239 8000.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 30).

Internally assessed work should be completed by the learner in accordance with the timetable of the course and should be supervised and assessed by the tutor. Assessment activities can be integrated with the teaching of the unit.

Work to be completed outside of the classroom may be set where applicable, such as where learners are required to research a topic. Any work submitted for assessment must be authenticated and attributable to the learner. The tutor 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 the majority of the portfolio should be completed in normal class time. The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the GLH. The grade achieved for each unit is converted to a Uniform Mark Scale (UMS) score.

There is compensation within the internally assessed units as the grading descriptors are now based on learning outcomes rather than specific assessment criteria. This allows for increased professional judgement on the part of the Assessor in terms of the learners' overall level of performance against the learning outcomes.

Supervision of learners

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

Assessors should supervise the work carried out by learners to:

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

Supporting learners

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

Tutors/assessors may:

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

Feedback to learners

NCFE qualifications have been designed to enable learners to demonstrate their knowledge, understanding and skills. It is expected that performance will improve over the course and tutor feedback is an essential part of the process.

Feedback should focus on helping learners to evaluate their own performances in order to reduce any discrepancies between their current performance and that which is desired.

Tutors should:

- focus on what the learner has done well and why
- encourage the learner to work out how to apply successful techniques elsewhere
- make all comments general so that the learner can apply them to new situations
- encourage self-regulation and criticism, for example, 'You know the key features of making an evaluation. Check whether these are included in your own work'
- reference learning points, for example, 'Your answer might be better if you included strategies we discussed earlier'
- limit comments to one or two key areas
- always record feedback given to individual learners.

Tutors must not:

- provide templates or model answers
- give feedback on specific elements of tasks (unless required by the learning outcome)
- give specific feedback on how to achieve a higher grade
- list negative points for correction.

Validity and reliability of assessment

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

The assessment activities should be comparable (for example between tutors in different classes, or from one week to the next within a class).

Tutors should explain the purpose of the assessment and give the learner the opportunity to prepare for it.

Tutors must encourage independent working and development of responsibility, including providing scope for achieving Merit and Distinction grades.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the Internal Assessment Tasks: Guidance for Centres on the NCFE website.

Presenting evidence

Written

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

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

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

Recorded

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

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

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

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

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

Late submissions

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

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

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

Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed and graded by Assessors in the centre.

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

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally quality assured, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external quality assurance visit.
Following the external quality assurance visit, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected, centres must reassess, re-grade and internally quality assure the work, and resubmit the new unit grade.

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

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

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

Quality Assurance

Internal quality assurance

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

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

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

External quality assurance

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

Section 4

Grading information

Grading information

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

Each unit of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction.

Grading internally assessed units

The grading descriptors for each unit have been included in this qualification specification. Grading descriptors have been written for each learning outcome in a unit. Assessors must be confident that, as a minimum, all learning outcomes have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 5 (page 335).

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

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

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

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

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

Awarding the final grade

The final qualification grade is calculated by combining the UMS scores for each unit. The total UMS will then be converted into a grade based on the following fixed thresholds:

	Max	P	M	D	D*
Introductory certificate	300	135	165	195	Learners need to achieve a distinction for each unit in order to achieve an overall grade of Distinction*
Certificate	600	270	330	390	
Diploma (540)	900	405	495	585	
Diploma (720)	1200	540	660	780	
Extended Diploma	1800	810	990	1170	

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

The final grade will be issued to the centre by NCFE and will be awarded as Not Yet Achieved, Pass, Merit, Distinction or Distinction*.

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

Section 5

Glossary of terms

Glossary

This glossary explains how the terms used in the unit content are applied to this qualification.

Accurately	Learner carries out all stages of a process correctly and without errors ***(see mostly accurately)***.
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learners, as opposed to in Level 1 where they are directed.
Balanced conclusions	All arguments are considered in making a conclusion ***(see reasoned conclusions)***.
Complex task/brief	A task/brief made up of several, interrelated elements.
Complex technical problems	A problem specific to the vocational area that has several interrelated elements ***(see technical problems)***.
Considered experimentation	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from ***(see limited experimentation and simple experimentation)***.
Considered ways	Ideas or solutions show some degree of thought ***(see advanced ways and basic ways)***.
Directed tasks	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Tutor/Assessor.
Everyday language	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology ***(see specialist terms/language and technical terms/language)***.
General understanding	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation ***(see technical understanding)***.
Format of source	The style of information – for example a questionnaire, a report, an observation, interview
Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from ***(see considered experimentation and simple experimentation)***.
Mostly accurately	Learner is able to carry out most stages of a process without errors to achieve an outcome ***(see accurately and some degree of accuracy)***.
Possible solutions	The solution may not involve technical skills or understanding and may not be a long-term or effective solution ***(see effective solutions)***.
Range	Frequent use of most common words/techniques/materials ***(see some and wide range)***.
Reasoned conclusions	Explanations are provided as to why a conclusion was made ***(see balanced conclusions)***.
Simple experimentation	Straightforward, most obvious experimentation is carried out ***(see limited experimentation and considered experimentation)***.
Some	Occasional use of most common words/techniques/materials ***(see range and wide range)***.
Some degree of accuracy	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors ***(see accurately and mostly accurately)***.

Glossary of terms (cont'd)

Sophisticated examples	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made ***(see straightforward examples)***.
Specialist skill	Advanced technical skills in context ***(see technical skills)***.
Specialist terms/language	Advanced technical terms in context ***(see everyday language and technical terms/language)***.
Straightforward examples	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made ***(see sophisticated examples)***.
Technical problems	A problem specific to the vocational area. This could include equipment, processes etc. ***(see complex technical problems)***.
Technical skills	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes ***(see specialist skills)***.
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc. ***(see everyday language and specialist terms/language)***.
Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding ***(see general understanding)***.
Type of source	The place that the information comes from – for example the internet, a museum visit, staff, visitors ***(see format of source)***.
Wide range	Uses all relevant words/techniques/materials that could be expected at the level ***(see range)***.

Section 6

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations Policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations Policy, please visit the Policies & Documents page on the NCFE website.

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