

# Pearson BTEC Level 3 National Extended Certificate in Sport



## Specification

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*First teaching from January 2016*

*First certification from 2017*

Issue 9



# **Pearson BTEC Level 3 National Extended Certificate in Sport Specification**

First teaching September 2016

Issue 9

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

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This specification is Issue 9. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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# Welcome

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

## Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

When creating the BTEC Nationals in this suite, we worked with many employers, higher education providers, colleges and schools to ensure that their needs are met. Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements with:

- a range of BTEC sizes, each with a clear purpose, so there is something to suit each learner's choice of study programme and progression plans
- refreshed content that is closely aligned with employers' and higher education needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means some are set by you to meet local needs, while others are set and marked by Pearson so that there is a core of skills and understanding that is common to all learners. For example, a written test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We are providing a wealth of support, both resources and people, to ensure that learners and their teachers have the best possible experience during their course. See *Section 10* for details of the support we offer.

## A word to learners

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark, and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.

## Collaborative development

Students completing their BTEC Nationals in Sport will be aiming to go on to employment, often via the stepping stone of higher education. It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications. To ensure that the content meets providers' needs and provides high-quality preparation for progression, we engaged experts. We are very grateful to all the university and further education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

In addition, universities, professional bodies and businesses have provided letters of support confirming that these qualifications meet their entry requirements. These letters can be viewed on our website.

### Summary of Pearson BTEC Level 3 National Extended Certificate in Sport specification Issue 9 changes

| Summary of changes made between the previous issue and this current issue  | Page number |
|--|-------------|
| The last paragraph of the <i>Qualification and unit content</i> section has been amended to allow centres delivering the qualification above to alter the content to reflect the context of the country where it is being delivered. | Page 7      |

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).

# Contents

|  |            |
|--|------------|
| <b>Introduction to BTEC National qualifications for the sport sector</b> | <b>1</b>   |
| Total Qualification Time   | 2          |
| Qualifications, sizes and purposes at a glance                           | 3          |
| Structures of the qualifications at a glance                             | 5          |
| Qualification and unit content   | 7          |
| Assessment   | 7          |
| Grading for units and qualifications                                     | 9          |
| UCAS Tariff points   | 9          |
| <b>1 Qualification purpose</b>   | <b>10</b>  |
| <b>2 Structure</b>   | <b>12</b>  |
| <b>3 Units</b>   | <b>14</b>  |
| Understanding your units   | 14         |
| Index of units   | 17         |
| <b>4 Planning your programme</b>   | <b>87</b>  |
| <b>5 Assessment structure and external assessment</b>                    | <b>89</b>  |
| Introduction   | 89         |
| Internal assessment  | 89         |
| External assessment  | 89         |
| <b>6 Internal assessment</b>   | <b>91</b>  |
| Principles of internal assessment  | 91         |
| Setting effective assignments  | 93         |
| Making valid assessment decisions  | 95         |
| Planning and record keeping  | 97         |
| <b>7 Administrative arrangements</b>                                     | <b>98</b>  |
| Introduction   | 98         |
| Learner registration and entry   | 98         |
| Access to assessment   | 98         |
| Administrative arrangements for internal assessment                      | 99         |
| Administrative arrangements for external assessment                      | 100        |
| Dealing with malpractice in assessment                                   | 102        |
| Certification and results  | 104        |
| Additional documents to support centre administration                    | 104        |
| <b>8 Quality assurance</b>   | <b>105</b> |
| <b>9 Understanding the qualification grade</b>                           | <b>106</b> |
| <b>10 Resources and support</b>  | <b>110</b> |
| Support for setting up your course and preparing to teach                | 110        |
| Support for teaching and learning  | 111        |
| Support for assessment   | 111        |
| Training and support from Pearson  | 112        |
| <b>Appendix 1 Links to industry standards</b>                            | <b>113</b> |
| <b>Appendix 2 Glossary of terms used for internally-assessed units</b>   | <b>114</b> |





# Introduction to BTEC National qualifications for the sport sector

This specification contains the information you need to deliver the Pearson BTEC Level 3 National Extended Certificate in Sport. The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is part of the suite of Sport qualifications offered by Pearson. In the suite there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations.

All qualifications in the suite share some common units and assessments, allowing learners some flexibility in moving between sizes. The qualification titles are given below.

Some BTEC National qualifications provide a broad introduction that gives learners transferable knowledge and skills. These qualifications are for post-16 learners who want to continue their education through applied learning. The qualifications prepare learners for a range of higher education courses and job roles related to a particular sector. They provide progression either by meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them.

In the sport sector these qualifications are:

Pearson BTEC Level 3 National Certificate in Sport (603/0458/3)

Pearson BTEC Level 3 National Extended Certificate in Sport (601/7218/6)

Pearson BTEC Level 3 National Foundation Diploma in Sport (601/7220/4)

Pearson BTEC Level 3 National Diploma in Sport (603/0460/1)

Pearson BTEC Level 3 National Extended Diploma Sport (603/0459/5)

Some BTEC National qualifications are for post-16 learners wishing to specialise in a specific industry, occupation or occupational group. The qualifications give learners specialist knowledge and skills, enabling entry to an Apprenticeship or other employment, or progression to related higher education courses. Learners taking these qualifications must have a significant level of employer involvement in their programmes.

In the sport sector the qualification is:

Pearson BTEC Level 3 National Diploma in Fitness Services (720 GLH) 601/7215/0

This specification signposts all the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualification, including the staff development required. A summary of all essential documents is given in *Section 7*. Information on how we can support you with this qualification is given in *Section 10*.

The information in this specification is correct at the time of publication.

## Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

BTEC Nationals have been designed around the number of hours of guided learning expected. Each unit in the qualification has a GLH value of 60, 90 or 120. There is then a total GLH value for the qualification.

Each qualification has a TQT value. This may vary within sectors and across the suite depending on the nature of the units in each qualification and the expected time for other required learning.

The following table shows all the qualifications in this sector and their GLH and TQT values.

## Qualifications, sizes and purposes at a glance

| Title  | Size and structure   | Summary purpose  |
|--|--|--|
| <b>Pearson BTEC Level 3 National Certificate in Sport</b>          | 180 GLH (240 TQT)<br>Equivalent in size to 0.5 of an A Level.<br>2 units, both mandatory, of which 1 is external.<br>Mandatory content (100%).<br>External assessment (66%).     | An introduction to the sport sector through applied learning that supports progression to higher education.<br>It forms part of a programme of study that includes other vocational or general qualifications.   |
| <b>Pearson BTEC Level 3 National Extended Certificate in Sport</b> | 360 GLH (445 TQT)<br>Equivalent in size to one A Level.<br>4 units of which 3 are mandatory and 2 are external.<br>Mandatory content (83%).<br>External assessment (67%).        | A broad basis of study for the sport sector.<br>This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.   |
| <b>Pearson BTEC Level 3 National Foundation Diploma in Sport</b>   | 540 GLH (695 TQT)<br>Equivalent in size to 1.5 A Levels.<br>7 units of which 4 are mandatory and 2 are external.<br>Mandatory content (67%).<br>External assessment (44%).       | This qualification is designed as a one-year, full-time course covering the underpinning knowledge for the sport sector and supporting progression to an apprenticeship in the sport sector or to a further year of study at Level 3.<br>It supports progression to higher education if taken as part of a programme of study that includes other BTEC Nationals or A/AS Levels. |
| <b>Pearson BTEC Level 3 National Diploma in Sport</b>              | 720 GLH (895 TQT)<br>Equivalent in size to two A Levels.<br>9 units of which 6 are mandatory and 3 are external.<br>Mandatory content (75%).<br>External assessment (45%).       | This is intended as an Applied General qualification, equivalent in size to two A Levels. It has been designed as part of a two-year programme, normally in conjunction with one or more qualifications at Level 3. This qualification is aimed at learners looking to progress to higher education in this sector.  |
| <b>Pearson BTEC Level 3 National Extended Diploma in Sport</b>     | 1080 GLH (1390 TQT)<br>Equivalent in size to three A Levels.<br>14 units of which 10 are mandatory and 4 are external.<br>Mandatory content (78%).<br>External assessment (42%). | This is intended as an Applied General qualification, equivalent in size to three A Levels. It is a two-year, full-time course that meets entry requirements in its own right for learners who want to progress to higher education courses in sport before entering employment.   |

| Title  | Size and structure  | Summary purpose  |
|--|---|--|
| <b>Pearson BTEC Level 3 National Diploma in Fitness Services</b> | 720 GLH (910 TQT)<br>Equivalent in size to two A Levels.<br>10 units of which 7 are mandatory and 2 are external.<br>Mandatory content (75%).<br>External assessment (33%). | This is intended as a Tech Level qualification, equivalent in size to two A Levels. It has been designed as part of a two-year programme, normally in conjunction with one or more qualifications at Level 3. This qualification is aimed at learners looking to progress to employment in this sector. This qualification is mapped to industry standards for the fitness industry. It is designed for entry to roles such as gym instructor or fitness instructor, and is appropriate for progression to Level 3 Personal Trainer qualifications or degree programmes. |

## Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC Level 3 National in Sport is shown in *Section 2*. **You must refer to the full structure to select units and plan your programme.**

### Key

|                            |                          |                         |
|----------------------------|--------------------------|-------------------------|
| Unit assessed externally   | <b>M</b> Mandatory units | <b>O</b> Optional units |
| <b>FS</b> Fitness Services |                          |                         |

| Unit (number and title)   | Unit size (GLH) | Certificate (180 GLH) | Extended Certificate (360 GLH) | Foundation Diploma (540 GLH) | Diploma (720 GLH) | Diploma (720 GLH) | Extended Diploma (1080 GLH) |
|---|-----------------|-----------------------|--------------------------------|------------------------------|-------------------|-------------------|-----------------------------|
|   |                 |                       |                                |                              | FS                |                   |                             |
| 1 Anatomy and Physiology  | 120             | M                     | M                              | M                            | M                 | M                 | M                           |
| 2 Fitness Training and Programming for Health, Sport and Well-being | 120             |                       | M                              | M                            | M                 | M                 | M                           |
| 3 Professional Development in the Sports Industry                   | 60              |                       | M                              | M                            | M                 | M                 | M                           |
| 4 Sports Leadership   | 60              |                       | O                              | M                            | O                 | M                 | M                           |
| 5 Application of Fitness Testing                                    | 60              |                       | O                              | O                            | M                 | O                 | O                           |
| 6 Sports Psychology   | 60              |                       | O                              | O                            |                   | O                 | O                           |
| 7 Practical Sports Performance                                      | 60              | M                     | O                              | O                            |                   | O                 | M                           |
| 8 Coaching for Performance  | 60              |                       |                                | O                            |                   | O                 | M                           |
| 9 Research Methods in Sport   | 60              |                       |                                | O                            |                   | O                 | M                           |
| 10 Sports Event Organisation  | 60              |                       |                                | O                            |                   | O                 | O                           |
| 11 Research Project in Sport  | 60              |                       |                                | O                            |                   | O                 | O                           |
| 12 Self-employment in the Sports Industry                           | 60              |                       |                                |                              | M                 |                   |                             |
| 13 Instructing Gym-based Exercise                                   | 60              |                       |                                |                              | M                 |                   |                             |
| 14 Exercise and Circuit-based Physical Activity                     | 60              |                       |                                |                              | M                 |                   |                             |
| 15 Instructing Exercise to Music                                    | 60              |                       |                                |                              | O                 |                   |                             |
| 16 Instructing Water-based Exercise                                 | 60              |                       |                                |                              | O                 |                   |                             |
| 17 Sports Injury Management   | 60              |                       |                                |                              | O                 | O                 | O                           |
| 18 Work Experience in Active Leisure                                | 60              |                       |                                |                              | O                 | O                 | O                           |

| Unit (number and title)  | Unit size (GLH) | Certificate (180 GLH) | Extended Certificate (360 GLH) | Foundation Diploma (540 GLH) | Diploma (720 GLH) | Diploma (720 GLH) | Extended Diploma (1080 GLH) |
|--|-----------------|-----------------------|--------------------------------|------------------------------|-------------------|-------------------|-----------------------------|
|  |                 |                       |                                |                              | FS                |                   |                             |
| 19 Development and Provision of Sport and Physical Activity            | 120             |                       |                                |                              |                   |                   | M                           |
| 20 Leisure Management  | 60              |                       |                                |                              |                   | O                 | O                           |
| 21 Leisure Centre Operations   | 60              |                       |                                |                              |                   | O                 | O                           |
| 22 Investigating Business in Sport and the Active Leisure Industry     | 90              |                       |                                |                              |                   | M                 | M                           |
| 23 Skill Acquisition in Sport  | 90              |                       |                                |                              |                   | M                 | M                           |
| 24 Sports Performance Analysis   | 60              |                       |                                |                              |                   | O                 | O                           |
| 25 Rules, Regulations and Officiating in Sport                         | 60              |                       |                                |                              |                   | O                 | O                           |
| 26 Technical and Tactical Demands of Sport                             | 60              |                       |                                |                              |                   | O                 | O                           |
| 27 Principles and Practices for Outdoor and Adventurous Activities     | 60              |                       |                                |                              |                   | O                 | O                           |
| 28 Environmental Sustainability for Outdoor and Adventurous Activities | 60              |                       |                                |                              |                   | O                 | O                           |
| 29 Exercise for Specific Groups  | 60              |                       |                                |                              |                   |                   | O                           |
| 30 Exercise, Health and Lifestyle                                      | 60              |                       |                                |                              |                   |                   | O                           |
| 31 Current Issues in Sport   | 60              |                       |                                |                              |                   |                   | O                           |
| 32 Sports Massage  | 60              |                       |                                |                              |                   |                   | O                           |

## Qualification and unit content

Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Each qualification in the suite has its own purpose. The mandatory and optional content provides a balance of breadth and depth, while retaining a degree of choice for individual learners to study content relevant to their own interests and progression choices. Also, the content may be applied during delivery in a way that is relevant to local employment needs.

The proportion of mandatory content ensures that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued. Learners are expected to show achievement across mandatory units as detailed in *Section 2*.

BTEC Nationals have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. Further details can be found in *Section 2*.

Centres should ensure that delivery of content is kept up to date. Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

## Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

### Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to resit external assessments during their programme. You should refer to our website for current policy information on permitted retakes.

The styles of external assessment used for qualifications in the Sport suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Some external assessments include a period of preparation using set information. External assessments are available once or twice a year. For detailed information on the external assessments please see the table in *Section 2*. For further information on preparing for external assessment see *Section 5*.

## Internally-assessed units

Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information see *Section 6*.

## Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will permit learners to draw on and apply their learning. For these qualifications we have formally identified units which contain a synoptic assessment task. Synoptic assessment must take place after the teaching and learning of other mandatory units in order for learners to be able to draw from the full range of content. The synoptic assessment gives learners an opportunity to independently select and apply learning from across their programmes in the completion of a vocational task. Synoptic tasks may be in internally or externally assessed units. The particular unit that contains the synoptic tasks for this qualification is shown in the structure in *Section 2*.

## Language of assessment

Assessment of the internal and external units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 7*.



## Grading for units and qualifications

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or progression to higher education, and successful development of transferable skills. Learners achieving a qualification will have achieved across mandatory units, including external and synoptic assessment.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

Qualifications in the suite are graded using a scale of P to D\*, **or** PP to D\*D\*, **or** PPP to D\*D\*D\*. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

## UCAS Tariff points

The BTEC Nationals attract UCAS points. Please go to the UCAS website for full details of the points allocated.

# 1 Qualification purpose

## Pearson BTEC Level 3 National Extended Certificate in Sport

In this section you will find information on the purpose of this qualification and how its design meets that purpose through the qualification objective and structure. We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice about the size of qualification suitable at recruitment.

### Who is this qualification for?

The Pearson BTEC National Extended Certificate in Sport is an Applied General qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the sport sector. The qualification is equivalent in size to one A Level, and it has been designed as a one-year, full-time study programme, or a full two-year programme when studied alongside a further Level 3 qualification.

### What does this qualification cover?

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners who may choose to enter employment directly in the sport sector.

Learners will study three mandatory units:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry.

Learners will also choose one optional unit from a range which has been designed to support choices in progression to sport courses in higher education, and to link with relevant occupational areas.

### What could this qualification lead to?

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of study. It combines well with a large number of subjects and supports entry to higher education courses in a very wide range of disciplines (depending on the subjects taken alongside). For learners who wish to study an aspect of sport in higher education, opportunities include:

- BA (Hons) in Sport Studies and Business, if taken alongside A Levels in Business and Maths
- BSC (Hons) in Sport Psychology, if taken alongside a BTEC National Extended Certificate in Applied Science and A Level in Psychology
- BA (Hons) in Sports Education and Special and Inclusive Education, if taken alongside an A Level in English Language and a BTEC National Extended Certificate in Performing Arts
- BA (Hons) in Sport and Exercise Science, if taken alongside a BTEC National Diploma in Applied Science.

Learners should always check the entry requirements for degree programmes with specific higher education providers.

### **How does the qualification provide employability skills?**

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills:** use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- **intrapersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation
- **interpersonal skills:** self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example, where learners are required to undertake real or simulated activities.

### **How does the qualification provide transferable knowledge and skills for higher education?**

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- reading technical texts
- effective writing
- analytical skills
- creative development
- preparation for assessment methods used in degrees.

In addition to the sport sector specific content outlined above, the requirements of the qualification will mean that learners develop the transferable and higher order skills that are valued by higher education providers and employers. Study of sport particularly encourages the development of skills and behaviours such as teamwork, leadership, performance analysis, resilience, evaluation, analysis and synthesising concepts. These skills are developed through the variety of approaches to teaching and learning enabled by the specification.

## 2 Structure

### Qualification structure

#### Pearson BTEC Level 3 National Extended Certificate in Sport

##### Mandatory units

There are three mandatory units, one internal and two external. Learners must complete and achieve a Near Pass grade or above in all mandatory external units and achieve a Pass or above in the mandatory internal unit.

##### Optional units

Learners must complete one optional unit.

| Pearson BTEC Level 3 National Extended Certificate in Sport      |   |            |                               |              |
|--|---|------------|-------------------------------|--------------|
| Unit number  | Unit title  | GLH        | Type                          | How assessed |
| <b>Mandatory units – learners complete and achieve all units</b> |   |            |                               |              |
| <b>1</b>   | Anatomy and Physiology  | <b>120</b> | <b>Mandatory</b>              | External     |
| <b>2</b>   | Fitness Training and Programming for Health, Sport and Well-being | <b>120</b> | <b>Mandatory and Synoptic</b> | External     |
| <b>3</b>   | Professional Development in the Sports Industry                   | <b>60</b>  | <b>Mandatory</b>              | Internal     |
| <b>Optional units – learners complete 1 unit</b>                 |   |            |                               |              |
| <b>4</b>   | Sports Leadership   | <b>60</b>  | <b>Optional</b>               | Internal     |
| <b>5</b>   | Application of Fitness Testing                                    | <b>60</b>  | <b>Optional</b>               | Internal     |
| <b>6</b>   | Sports Psychology   | <b>60</b>  | <b>Optional</b>               | Internal     |
| <b>7</b>   | Practical Sports Performance                                      | <b>60</b>  | <b>Optional</b>               | Internal     |

## External assessment

This is a summary of the type and availability of external assessment, which is of units making up 67% of the total qualification GLH. See *Section 5* and the units and sample assessment materials for more information.

| Unit   | Type  | Availability  |
|--|---|---|
| <b>Unit 1: Anatomy and Physiology</b>  | <ul style="list-style-type: none"><li>• Written examination set and marked by Pearson.</li><li>• 1.5 hours.</li><li>• 80 marks.</li></ul>   | <b>Jan and May/June</b><br><b>First assessment</b><br><b>May/June</b>               |
| <b>Unit 2: Fitness Training and Programming for Health, Sport and Well-being</b> | <ul style="list-style-type: none"><li>• A task set and marked by Pearson and completed under supervised conditions.</li><li>• In Part A, learners will be given a case study one week before a supervised assessment period in order to carry out preparation.</li><li>• In Part B, the supervised assessment period is 2.5 hours as timetabled by Pearson.</li><li>• Written submission.</li><li>• 60 marks.</li></ul> | <b>Dec/Jan and</b><br><b>May/June</b><br><b>First assessment</b><br><b>May/June</b> |

## Synoptic assessment

The mandatory synoptic assessment requires learners to apply learning from across the qualification to the completion of a defined vocational task. Within the assessment for *Unit 2: Fitness Training and Programming for Health, Sport and Well-being*, learners interpret lifestyle factors and health screening data to develop and justify a fitness training programme and nutritional advice for a client. Learners complete the task using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills.

In delivering the unit you need to encourage learners to draw on their broader learning so they will be prepared for the assessment.

## Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. See *Section 4* for more information.

## 3 Units

### Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

#### Internal units

| Section                  | Explanation  |
|--------------------------|--|
| <b>Unit number</b>       | The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.  |
| <b>Unit title</b>        | This is the formal title that we always use and it appears on certificates.  |
| <b>Level</b>             | All units are at Level 3 on the national framework.  |
| <b>Unit type</b>         | This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.   |
| <b>GLH</b>               | Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.   |
| <b>Unit in brief</b>     | A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.  |
| <b>Unit introduction</b> | This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.  |
| <b>Learning aims</b>     | These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 2</i> . |
| <b>Summary of unit</b>   | This new section helps teachers to see at a glance the main content areas against the learning aims and the structure of the assessment. The content areas and structure of assessment are required. The forms of evidence given are suitable to fulfil the requirements.                                      |
| <b>Content</b>           | This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.  |

| Section   | Explanation   |
|---|---|
| <b>Assessment criteria</b>                            | <p>Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion.</p> <p>A full glossary of terms used is given in <i>Appendix 2</i>. All assessors need to understand our expectations of the terms used.</p> <p>Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.</p> |
| <b>Essential information for assignments</b>          | <p>This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment, and how the assessment criteria should be used to assess performance.</p>  |
| <b>Further information for teachers and assessors</b> | <p>The section gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria.</p>  |
| <b>Resource requirements</b>                          | <p>Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i>.</p>  |
| <b>Essential information for assessment decisions</b> | <p>This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.</p>  |
| <b>Links to other units</b>                           | <p>This section shows you the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.</p>  |
| <b>Employer involvement</b>                           | <p>This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.</p>  |

## External units

| Section                                       | Explanation  |
|---|--|
| <b>Unit number</b>                            | The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.  |
| <b>Unit title</b>                             | This is the formal title that we always use and it appears on certificates.  |
| <b>Level</b>                                  | All units are at Level 3 on the national framework.  |
| <b>Unit type</b>                              | This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.   |
| <b>GLH</b>                                    | Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.   |
| <b>Unit in brief</b>                          | A brief formal statement on the content of the unit.   |
| <b>Unit introduction</b>                      | This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.  |
| <b>Summary of assessment</b>                  | This sets out the type of external assessment used and the way in which it is used to assess achievement.  |
| <b>Assessment outcomes</b>                    | These show the hierarchy of knowledge, understanding, skills and behaviours that are assessed. Includes information on how this hierarchy relates to command terms in sample assessment materials (SAMs).  |
| <b>Essential content</b>                      | For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown. |
| <b>Grade descriptors</b>                      | We use grading descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.  |
| <b>Key terms typically used in assessment</b> | These definitions will help you analyse requirements and prepare learners for assessment.  |
| <b>Resources</b>                              | Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i> .   |
| <b>Links to other units</b>                   | This section shows the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.  |
| <b>Employer involvement</b>                   | This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.  |



## Index of units

This section contains all the units developed for this qualification. Please refer to *page 4* to check which units are available in all qualifications in the sport sector.

|         |   |    |
|---------|---|----|
| Unit 1: | Anatomy and Physiology  | 19 |
| Unit 2: | Fitness Training and Programming for Health, Sport and Well-being | 29 |
| Unit 3: | Professional Development in the Sports Industry                   | 39 |
| Unit 4: | Sports Leadership   | 49 |
| Unit 5: | Application of Fitness Testing                                    | 59 |
| Unit 6: | Sports Psychology   | 69 |
| Unit 7: | Practical Sports Performance                                      | 79 |



# Unit 1: Anatomy and Physiology

Level: **3**

Unit type: **External**

Guided learning hours: **120**

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## Unit in brief

Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

## Unit introduction

Having an understanding of body systems is imperative in the sports industry so that professionals can help support people who are taking part in sport and exercise. The human body is made up of many different systems that interrelate to allow us to take part in a huge variety of sport and exercise activities. For example, an athlete can go from rest to sprinting in a matter of seconds, whereas an endurance athlete can continue exercising for many hours at a time.

In order to appreciate how each of these systems function, you will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance. The anatomy and physiology of each body system and their processes are very different but work together to produce movement. You will gain a full appreciation of how the body is able to take part in sport and exercise through understanding the interrelationships between these body systems.

This unit will give you the detailed core knowledge required to progress to coaching and instruction in the sports industry or further study.

## Summary of assessment

This unit is externally marked. It is set and marked by Pearson.

The examination will be one hour and 30 minutes in length.

The number of marks for the examination is 80. The paper will contain a number of short- and long-answer questions that will assess learners' understanding of the following topics: the skeletal system, the muscular system, the respiratory system, the cardiovascular system and the energy system for sports performance. Learners will use this knowledge and understanding to determine the interrelationships between body systems for sports performance.

The assessment availability is twice a year in January and May/June. The first assessment availability is May/June 2017.

Sample assessment materials will be available to help centres prepare learners for assessment.

## Assessment outcomes

**AO1** Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system

Command words: describe, give, identify, name, state

Marks: ranges from 1 to 4 marks

**AO2** Demonstrate understanding of each body system, the short- and long-term effects of sport and exercise on each system and additional factors that can affect body systems in relation to exercise and sporting performance

Command words: describe, explain, give, name, state

Marks: ranges from 1 to 4 marks

**AO3** Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system

Command words: analyse, assess

Marks: 6 marks

**AO4** Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements

Command words: assess, evaluate

Marks: 6 marks

**AO5** Make connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems

Command words: analyse, assess, discuss, evaluate, to what extent

Marks: 8 marks

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A The effects of exercise and sports performance on the skeletal system

#### A1 Structure of skeletal system

Understand how the bones of the skeleton are used in sporting techniques and actions.

- Major bones to include cranium, clavicle, ribs, sternum, scapula, humerus, radius, ulna, carpals, metacarpals, phalanges, pelvis, vertebral column (cervical, thoracic, lumbar, sacrum, coccyx), femur, patella, tibia, fibula, tarsals, metatarsals.
- Type of bone – long, short, flat, sesamoid, irregular.
- Areas of the skeleton to include axial skeleton, appendicular skeleton, spine, curves of the spine, neutral spine alignment, postural deviations (kyphosis, scoliosis).
- Process of bone growth – osteoblasts, osteoclasts, epiphyseal plate.

#### A2 Function of skeletal system

Understand how the functions of the skeleton and bone types are used in sporting actions and exercise.

- Functions of the skeleton when performing sporting techniques and actions:
  - supporting framework
  - protection
  - attachment for skeletal muscle
  - source of blood cell production
  - store of minerals
  - leverage
  - weight bearing
  - reduce friction across a joint.
- Main functions of different bone types when performing sporting techniques and actions:
  - long bones – provides leverage, red blood cell production
  - short bones – weight bearing
  - flat bones – protection
  - sesamoid bones – reduce friction across a joint.

#### A3 Joints

Understand how joints of the upper and lower skeleton are used in sporting techniques and actions.

- Joints of the upper skeleton (shoulder, elbow, wrist, cervical and thoracic vertebrae).
- Joints of the lower skeleton (hip, knee, ankle, lumbar, sacrum, coccygeal vertebrae).
- Classification of joints – fibrous (fixed), cartilaginous (slightly moveable), synovial (freely moveable).
- Types of synovial joints (ball and socket, condyloid, gliding, saddle, hinge, pivot).
- The bones forming the following joints (shoulder, elbow, wrist, hip, knee, ankle, and their use in sporting techniques and actions).
- Structure and function of components of synovial joints and their use in sporting techniques and actions (joint capsule, bursa, articular cartilage, synovial membrane, synovial fluid, ligaments).
- Range of movement at synovial joints due to shape of articulating bones and use in sporting actions (flexion, extension, dorsiflexion, plantarflexion, lateral flexion, horizontal flexion and horizontal extension, hyperextension, abduction, adduction, horizontal abduction and adduction, rotation, circumduction).

#### **A4 Responses of the skeletal system to a single sport or exercise session**

- Simulated increase of mineral uptake in bones due to weight-bearing exercise.

#### **A5 Adaptations of the skeletal system to exercise**

The impact of long-term effects of exercise on sports performance.

- Skeletal adaptations – increased bone strength, increased ligament strength.

#### **A6 Additional factors affecting the skeletal system**

Understand the impact of the skeletal system on exercise and sports performance and the impact of exercise and sports performance on the skeletal system.

- Skeletal disease – arthritis, osteoporosis, and the effect of exercise in offsetting these conditions.
- Age – young children and resistance training issues stunting bone growth.

### **B The effects of exercise and sports performance on the muscular system**

#### **B1 Characteristics and functions of different types of muscles**

Understand different types of muscles and their use in sport.

- Cardiac – non-fatiguing, involuntary.
- Skeletal – fatiguing, voluntary.
- Smooth – involuntary, slow contraction.

#### **B2 Major skeletal muscles of the muscular system**

Major skeletal muscles and their combined use in a range of sporting actions.

- Deltoids, biceps, triceps, wrist flexors, wrist extensors, supinators and pronators, pectorals, abdominals, obliques, quadriceps, hip flexors, tibialis anterior, erector spinae, trapezius, latissimus dorsi, gluteals, hamstrings, gastrocnemius, soleus.

#### **B3 Antagonistic muscle pairs**

Movement of muscles in antagonistic pairs and their use in a variety of sporting actions.

- Agonist.
- Antagonist.
- Synergist.
- Fixator.

#### **B4 Types of skeletal muscle contraction**

Understand skeletal muscle contraction in different sporting actions.

- Isometric.
- Concentric.
- Eccentric.

#### **B5 Fibre types**

- Understand fibre type recruitment during exercise and sports performance.
- Characteristics of each muscle fibre type:
  - type I
  - type IIa
  - type IIx.
- Nervous control of muscle contraction (all or none law).

#### **B6 Responses of the muscular system to a single sport or exercise session**

- Increased blood supply.
- Increased muscle temperature.
- Increased muscle pliability.
- Lactate (high-intensity exercise).
- Microtears (resistance exercise).

**B7 Adaptations of the muscular system to exercise**

The impact of adaptation of the system on exercise and sports performance.

- Hypertrophy.
- Increased tendon strength.
- Increase in myoglobin stores.
- Increase in number and size of mitochondria.
- Increase in storage of glycogen.
- Increase in storage of fat.
- Increased tolerance to lactate.

**B8 Additional factors affecting the muscular system**

Understand additional factors affecting the muscular system and their impact on exercise and sports performance.

- Age – effect of the aging process on loss of muscle mass.
- Cramp – involuntary sustained skeletal muscle contraction.

**C The effects of exercise and sports performance on the respiratory system****C1 Structure of the respiratory system**

- Structure of the respiratory system (nasal cavity, epiglottis, pharynx, larynx, trachea, bronchus, bronchioles, lungs, alveoli, diaphragm, thoracic cavity).
- Intercostal muscles (external and internal).

**C2 Function**

Understand the function of the respiratory system in response to exercise and sports performance.

- Mechanisms of breathing (inspiration and expiration) at rest and during exercise.
- Gaseous exchange.

**C3 Lung volumes**

Understand the lung volumes and the changes that occur in response to exercise and sports performance.

- Tidal volume.
- Vital capacity.
- Residual volume.
- Total lung volume.
- Minute ventilation ( $V_E$ ).

**C4 Control of breathing**

Understand how breathing rate is controlled in response to exercise and sports performance.

- Neural (medulla oblongata as the respiratory centre in the brain).
- Chemical (chemoreceptors detect change in blood carbon dioxide concentrations and changes in pH).

**C5 Responses of the respiratory system to a single sport or exercise session**

- Increase in breathing rate.
- Increased tidal volume.

**C6 Adaptations of the respiratory system to exercise**

The impact of adaptation of the system on exercise and sports performance.

- Increased vital capacity.
- Increased strength of the respiratory muscles.
- Increase in oxygen and carbon dioxide diffusion rate.

### **C7 Additional factors affecting the respiratory system**

Understand additional factors affecting the respiratory system and their impact on exercise and sports performance.

- Asthma.
- Effects of altitude/partial pressure on the respiratory system.

### **D The effects of sport and exercise performance on the cardiovascular system**

#### **D1 Structure of the cardiovascular system**

- Structure of the cardiovascular system – atria, ventricles, bicuspid valve, tricuspid valve, semi-lunar valves, septum, major blood vessels (aorta, vena cava, pulmonary artery, pulmonary vein), coronary arteries.
- Structure of blood vessels – arteries, arterioles, veins, venuoles, capillaries.
- Composition of blood – red blood cells, plasma, white blood cells, platelets.

#### **D2 Function of the cardiovascular system**

Understand the function of the cardiovascular system in response to exercise and sports performance.

- Delivery of oxygen and nutrients.
- Removal of waste products – carbon dioxide and lactate.
- Thermoregulation – vasoconstriction, vasodilation of blood vessels.
- Fight infection.
- Clot blood.

#### **D3 Nervous control of the cardiac cycle**

Understand the control of the cardiac cycle and how it changes during exercise and sports performance.

- Conduction process
  - Sinoatrial node (SAN).
  - Atrioventricular node (AVN).
  - Bundle of His.
  - Purkinje fibres.
- Effect of the sympathetic and parasympathetic nervous system.

#### **D4 Responses of the cardiovascular system to a single sport or exercise session**

- Anticipatory increase in heart rate prior to exercise.
- Increased heart rate.
- Increased cardiac output.
- Increased blood pressure.
- Redirection of blood flow.

#### **D5 Adaptations of the cardiovascular system to exercise**

The impact of adaptation of the system on exercise and sports performance.

- Cardiac hypertrophy.
- Increase in resting and exercising stroke volume.
- Decrease in resting heart rate.
- Capillarisation of skeletal muscle and alveoli.
- Reduction in resting blood pressure.
- Decreased heart rate recovery time.
- Increase in blood volume.



**D6 Additional factors affecting the cardiovascular system**

Understand additional factors affecting the cardiovascular system and their impact on exercise and sports performance.

- Sudden arrhythmic death syndrome (SADS).
- High blood pressure/low blood pressure.
- Hyperthermia/hypothermia.

**E The effects of exercise and sports performance on the energy systems****E1 The role of ATP in exercise**

Understand the role of adenosine triphosphate (ATP) for muscle contraction for exercise and sports performance.

- Immediately accessible form of energy for exercise.
- Breakdown and resynthesis of ATP for muscle contraction.

**E2 The ATP-PC (alactic) system in exercise and sports performance**

Understand the role of the ATP-PC system in energy production for exercise and sports performance.

- Anaerobic.
- Chemical source (phosphate and creatine).
- Resynthesis of ATP.
- Recovery time.
- Contribution to energy for exercise and sports performance (duration and intensity of exercise).

**E3 The lactate system in exercise and sports performance**

Understand the role of the lactate system in energy production for exercise and sports performance.

- Anaerobic.
- Process of anaerobic glycolysis (glucose converted to lactic acid).
- Recovery time.
- Contribution to energy for exercise and sports performance (duration and intensity of exercise).

**E4 The aerobic system in exercise and sports performance**

Understand the role of the aerobic energy system in energy production for exercise and sports performance.

- Aerobic site of reaction (mitochondria).
- Food fuel source.
- Process of aerobic glycolysis, Krebs cycle, electron transport chain.
- Recovery time.
- Contribution to energy for exercise and sports performance (duration and intensity of exercise).

**E5 Adaptations of the energy system to exercise**

The impact of adaptation of the systems on exercise and sports performance.

- ATP-PC.
- Increased creatine stores.
- Lactate system.
- Increase tolerance to lactate.
- Aerobic energy system.
- Increased use of fats as an energy source.
- Increased storage of glycogen.
- Increased numbers of mitochondria.

**E6 Additional factors affecting the energy systems**

Understand additional factors affecting the energy systems and their impact on exercise and sports performance.

- Diabetes (hypoglycaemic attack).
- Children's lack of lactate system.

## Grade descriptors

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 3 Pass

Learners are able to demonstrate knowledge of anatomy and physiology and apply it to exercise and sports performance. They have a sound understanding of anatomical and physiological systems, structures, functions and characteristics and are able to apply this to familiar and unfamiliar situations/contexts. They are able to interpret information about the short-term and long-term effects of sport and exercise, rationalising cause and effect.

### Level 3 Distinction

Learners demonstrate thorough knowledge and understanding of the body systems in the context of exercise and sports performance, applying this to a range of familiar and unfamiliar situations. Learners are able to analyse how the body carries out exercise and sporting movements and how the body systems respond to short-term and long-term exercise.

Learners will be able to interpret information on exercise and sports performance and make reasoned judgements on how body systems carry out exercise and sporting movements in a range of different contexts, demonstrating understanding of the interrelationships between the body systems.

## Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

| Command or term | Definition   |
|-----------------|--|
| Analyse         | Learners examine in detail in order to discover the meaning or essential features of a theme, topic or situation, or break something down into its components or examining factors methodically and in detail. To identify separate factors, say how they are related and explain how each one contributes to the topic. |
| Assess          | Learners present a careful consideration of varied factors or events that apply to a specific situation or identifies those which are the most important or relevant to arrive at a conclusion.  |
| Describe        | Learners give an account, or details, of 'something' or give an account of a 'process'.  |
| Discuss         | Learners identify the issue/situation/problem/argument that is being assessed in the question given, exploring all aspects and investigating fully.  |

| Command or term | Definition  |
|-----------------|---|
| Evaluate        | Learners review information before bringing it together to form a conclusion or come to a supported judgement of a subject's qualities in relation to its context, drawing on evidence: strengths, weaknesses, alternative actions, relevant data or information. |
| Explain         | Learners convey understanding by making a point/statement or by linking the point/statement with a justification/expansion.   |
| Give            | Learners can provide examples, justifications and/or reasons to a context.  |
| Identify        | Learners assess factual information that may require a single word answer although sometimes a few words or a maximum of a single sentence are required.  |
| State/Name      | Learners give a definition or example.  |
| To what extent  | Learners review information then bring it together to form a judgement or conclusion, following the provision of a balanced and reasoned argument.  |

### Links to other units

This is a mandatory unit and underpins knowledge throughout the qualification.

### Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

# Unit 2: Fitness Training and Programming for Health, Sport and Well-being

Level: **3**

Unit type: **External**

Guided learning hours: **120**

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## Unit in brief

Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.

## Unit introduction

The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme. To work in the health and fitness industry, staff need to know how to assess clients and then be able to plan appropriate training programmes to take into account individual needs.

In this unit, you will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information you will explore how to make judgements on a specific individual's current lifestyle and then suggest modifications to help improve the individual's fitness, health and overall well-being. Fitness training methods will be examined for each component of physical and skill-related fitness. The selection of appropriate training methods for a selected individual and their application into a training programme will then be explored. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

Carrying out client screening and designing fitness training programmes is an essential skill for many people working in the sports industry, including sports coaches looking to improve an individual or team's sporting performance. Any person working in these careers would need to be able to carry out client screening and the design of training programmes in time-constrained conditions, utilising knowledge gained from previous experiences. This unit has been selected as an externally-assessed unit as it replicates the processes that are carried out in the industry, and to complete the assessment you will need to draw on learning and application of content from across a number of units in the programme of study.

## Summary of assessment

This unit will be assessed under supervised conditions. Learners will be given a case study one week before the supervised assessment period to carry out preparatory work.

The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the assessment learners will be given a task that will assess their ability to interpret lifestyle factors and health screening data from a scenario and stimulus information in order to develop and justify a fitness training programme and nutritional advice based on these interpretations. Pearson sets and marks the task.

The assessment availability is December/January and May/June each year. The first assessment availability is May/June 2017.

Sample assessment materials will be available to help centres prepare learners for assessment.

## Assessment outcomes

**AO1** Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being

**AO2** Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals

**AO3** Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests

**AO4** Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved

**AO5** Be able to develop a fitness training programme with appropriate justification

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A Examine lifestyle factors and their effect on health and well-being

#### A1 Positive lifestyle factors and their effects on health and well-being

Understand the importance of lifestyle factors in the maintenance of health and well-being.

- Exercise/physical activity: physical (strengthens bones, improves posture, improves body shape), reduces risk of chronic diseases (CHD, cancer, type 2 diabetes), psychological (relieves stress, reduces depression, improves mood), social (improves social skills, enhances self-esteem), economic (reduces costs to National Health Service, reduces absenteeism from work).
- Balanced diet: eatwell plate (food groups), benefits of a healthy diet (improved immune function, maintenance of body weight, reduces risk of chronic diseases – diabetes, osteoporosis, hypertension, high cholesterol), fluid intake requirements (moderation of caffeine intake), strategies for improving dietary intake (timing of meals, eating less/more of certain food groups, five a day, reducing salt intake, healthy alternatives).
- Positive risk-taking activities: participation in outdoor and adventurous activities, endorphin release, improved confidence.
- Government recommendations/guidelines: UK Government recommendations (physical activity, alcohol, healthy eating).

#### A2 Negative lifestyle factors and their effects on health and well-being

Understand the factors contributing to an unhealthy lifestyle.

- Smoking: health risks associated with smoking (CHD, cancer, lung disease, bronchitis, infertility).
- Alcohol: health risks associated with excessive alcohol consumption (stroke, cirrhosis, hypertension, depression).
- Stress: health risks associated with excessive stress (hypertension, angina, stroke, heart attack, stomach ulcers, depression).
- Sleep: problems associated with lack of sleep (depression, overeating).
- Sedentary lifestyle: health risks associated with inactivity.

#### A3 Lifestyle modification techniques

Understand how lifestyle modification techniques can be used to reduce unhealthy lifestyle behaviours.

- Common barriers to change: time, cost, transport, location.
- Strategies to increase physical activity levels: at home, at work, during leisure time, method of transport.
- Smoking cessation strategies: acupuncture, NHS smoking helpline, NHS smoking services, nicotine replacement therapy, Quit Kit support packs.
- Strategies to reduce alcohol consumption: counselling, self-help groups, alternative treatments.
- Stress management techniques: assertiveness training, goal setting, time management, physical activity, positive self-talk, relaxation, breathing techniques, meditation, alternative therapies, changes to work-life balance.

**B Understand the screening processes for training programming****B1 Screening Processes**

Be able to interpret the lifestyle of a selected individual using appropriate screening documentation, and know when to refer the individual to a doctor.

- Screening questionnaires: lifestyle questionnaires, physical activity readiness questionnaires (PAR-Q).
- Legal considerations: informed consent form, data protection, client confidentiality.

**B2 Health monitoring tests**

Be able to interpret health monitoring results of a selected individual using normative data and make appropriate recommendations.

- Blood pressure.
- Resting heart rate.
- Body mass index (BMI).
- Waist to hip ratio.

**B3 Interpreting the results of health monitoring tests**

Be able to interpret health monitoring data against health norms and make judgements.

- Interpret results against normative data: compare and make judgements against population norms, norms for sports performers, norms for elite athletes, accepted health ranges.

**C Understand programme-related nutritional needs****C1 Common terminology**

Understand common nutritional terminology.

- Recommended daily allowance (RDA), energy measures (calories, joules, kilocalories, kilojoules).
- Energy balance: basal metabolism, age, gender, climate, physical activity, calories used in different activities (intensity and length of time).

**C2 Components of a balanced diet**

Understand the requirements of a balanced diet.

- Macronutrients (carbohydrates, fats, protein), sources of food for each macronutrient, quantities.
- Micronutrients (vitamins A, B, C and D, minerals calcium, iron), sources of food for each micronutrient, quantities.
- Hydration (different requirements of fluid intake: climate, levels of exercise, programme type, time of year).
- The effects on performance of dehydration and hyperhydration and the signs and symptoms of each.

**C3 Nutritional strategies for individuals taking part in training programmes**

- Understand different strategies used on an individual basis by:
  - adapting diet to gain or lose weight.
- Understand the use of ergogenic aids used in training programmes including positive and negative effects, and recommended timings:
  - energy gels and bars
  - protein drinks
  - carbohydrate loading.
- Understand the use of sports drinks for different types of training requirements including recommended timings and amounts:
  - isotonic
  - hypertonic
  - hypotonic.



## **D Examine training methods for different components of fitness**

### **D1 Components of fitness to be trained**

- Physical fitness – understand the components of physical fitness and the application of each component in a fitness training context.
  - Aerobic endurance: the ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity.
  - Strength: the maximum force (in kg or N) that can be generated by a muscle or muscle group.
  - Muscular endurance: the ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load.
  - Flexibility: having an adequate range of motion in all joints of the body, the ability to move a joint fluidly through its complete range of movement.
  - Speed: the ability to move the whole body quickly or move limbs rapidly.
  - Body composition: the relative ratio of fat-to-fat-free mass (vital organs, muscle, bone) in the body.

#### **D1.1 Skill-related fitness**

Understand the components of skill-related fitness and the application of each component in a fitness training context.

- Agility: the ability of a sports performer to quickly and precisely move or change direction without losing balance or time.
- Balance: static and dynamic balance, the ability to maintain centre of mass over a base of support.
- Coordination: the ability to control movement of two or more body parts, smoothly and efficiently to perform a motor task.
- Reaction time: the time taken for a sports performer to respond to a stimulus and the initiation of their response.
- Power: the ability to produce a maximal force in the shortest period of time possible.

#### **D2 Training methods for physical fitness-related components**

Appropriate training methods to be included in the design of a training programme. Indoor and outdoor environments to be considered, with associated equipment, to allow for a variety of methods of exercising. Advantages and disadvantages of training methods to be considered when applied to a specific sport and exercise goal.

##### **D2.1 Aerobic endurance training methods**

Aerobic endurance training methods and their application to a practical context.

- Principles of aerobic training: training thresholds, percentage of heart rate max.
- Types of aerobic endurance training methods:
  - continuous training – training at a steady pace at moderate intensity for a minimum period of 30 minutes
  - fartlek training – the intensity of training is varied by running at different speeds or over different terrains
  - interval training – a work period followed by a rest or recovery period
  - circuit training – different stations/exercises are used to develop aerobic endurance.
- Equipment required for aerobic endurance training: gym-based, outdoor-based.

##### **D2.2 Muscular strength training methods**

Muscular strength training methods and their application to a practical context.

- Principles when training for strength: repetitions and sets, rest periods between sets, low repetitions and high loads, order of exercises to prevent or maximise muscle fatigue.
- Methods: pyramid sets.
- Equipment: free weights, fixed resistance machines.

### **D2.3 Muscular endurance training methods**

Muscular endurance training methods and their application to a practical context.

- Principles when training for endurance: repetitions and sets, rest periods between sets, high repetitions and low loads, order of exercises to prevent muscle fatigue.
- Methods: circuit training, fixed resistance machines, free weights.
- Equipment: free weights, fixed resistance machines, resistance bands/tubing.

### **D2.4 Core stability training methods**

Core stability training methods and their application to a practical context.

- Principles.
- Methods: pilates, yoga, gym-based exercises (plank, bridge, V-sit).
- Equipment: free weights, fixed resistance machines, circuit training, kettle bell training, resistance bands/tubing, stability balls.

### **D2.5 Flexibility training methods**

Flexibility training methods and their application to a practical context.

- Principles of flexibility: maintenance, developmental, pre-activity.
- Static: active; passive.
- Dynamic: proprioceptive neuromuscular facilitation (PNF) technique.
- Equipment: towel, belt, band, mat, partner.

### **D2.6 Speed training methods**

Speed training methods and their application to a practical context.

- Principles of speed training: training thresholds, percentage of heart rate max, recovery period between sets:
  - hollow sprints
  - acceleration sprints
  - interval training
  - resistance drills – hill runs, parachutes, sleds, bungee ropes.
- Equipment: resistance bands/tubes, parachutes, bungee rope, resistance tyres.

## **D3 Training methods for skill-related fitness components**

Appropriate training methods included in the design of a training programme.

### **D3.1 Agility training methods**

Agility training methods and their application to a practical context.

- Exercises which involve changing the body position quickly and with control:
  - SAQ (speed, agility, quickness)
  - sport-specific drills.

### **D3.2 Balance training methods**

Balance training methods and their application to a practical context.

- Static balance: static balance exercises focus on retaining the centre of mass above the base of support when stationary.
- Dynamic balance: focus on retaining the centre of mass above the base of support when moving.
- Method: using stable and unstable surfaces on which to balance.

### **D3.3 Coordination training methods**

Coordination training methods and their application to a practical context.

- Exercises which involve the use of two or more body parts together:
  - sport-specific activities.

### **D3.4 Reaction time training methods**

Reaction time training methods and their application to a practical context.

- Reaction drills in response to an external stimulus.
- Equipment: stopwatch, whistle, visual stimulus, auditory stimulus, reaction ball.

### **D3.5 Power training methods**

Power training methods and their application to a practical context.

- Plyometrics: specific to the sport.
- Equipment: ladders, cones, jump ropes, medicine ball, hurdles, benches.

## **E Understand training programme design**

### **E1 Principles of fitness training programme design**

Be able to design a fitness training programme including all the major components.

- Fitness training programme design:
  - aims – details of what they would like to achieve
  - objectives – how they intend to meet their aims
  - personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER)
  - resources required – facilities and equipment.
- Principles of training: FITT principles (frequency, intensity, time and type of exercise used in the exercise sessions), additional principles of training (specificity, overload, progression, reversibility, rest and recovery, adaptation, variation, individual needs).
- Periodisation: macrocycle, mesocycle, microcycle.

## Grade descriptors

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 3 Pass

Learners will be able to produce a training programme for an individual that demonstrates knowledge and understanding of lifestyle factors, nutritional needs and health screening data in the context of the scenario. Learners will identify and justify behavioural modification techniques, nutritional strategies and fitness training methods that support the proposed programme, evidencing the ability to conduct relevant research. The programme is appropriate and realistic, demonstrating an ability to develop a logical plan for a client underpinned by training principles.

### Level 3 Distinction

Learners will be able to produce a training programme that demonstrates knowledge and understanding of lifestyle factors, nutritional needs and health screening data in the context of the individual in the scenario, supported by justification and the application of relevant research. Learners can recommend nutritional strategies and behavioural modification activities that are specific, demonstrating a thorough understanding of interrelationships between the health, fitness and well-being needs of the client. Learners' recommendations will show an analytical approach, containing sustained lines of argument leading to a cohesive training programme that is entirely relevant in the wider context of fitness training principles.

## Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

| Command or term       | Definition   |
|-----------------------|--|
| Interpretation        | Learners are able to draw the meaning, purpose or qualities of something from stimulus.  |
| Justification         | Learners give reasons or evidence to: <ul style="list-style-type: none"> <li>• support an opinion and or decision</li> <li>• prove something right or reasonable.</li> </ul> |
| Qualitative evidence  | Descriptive information from interviews or questionnaires.   |
| Quantitative evidence | Numerical or statistical information.  |
| Relevance             | Importance to the matter at hand.  |

## Links to other units

The assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 1: Anatomy and Physiology
- Unit 3: Professional Development in the Sports Industry
- Unit 4: Sports Leadership.
- Unit 5: Application of Fitness Testing
- Unit 12: Self-employment in the Sports Industry
- Unit 13: Instructing Gym-based Exercise
- Unit 14: Exercise and Circuit-based Physical Activity.

This unit would relate to teaching of:

- Unit 6: Sports Psychology
- Unit 17: Sports Injury Management.

## Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities.

For example:

- guest speakers
- opportunities to visit suitable businesses.



# Unit 3: Professional Development in the Sports Industry

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

## Unit introduction

The sports industry is a vast market with many different pathways. For a successful career, you need to understand the scope and breadth of the available opportunities and the steps needed to follow your chosen pathway.

In this unit, you will research the different possible careers and the associated job roles in the sports industry, then action plan your development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a career plan. You will research your chosen career to understand how to access and progress within it. You will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify your own strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an understanding of the generic employability and specific-technical knowledge and skills required to access and progress in a selected career pathway in the sports industry.

This unit will prepare you for progression to a career in the sports industry either directly or through higher education, by developing your understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee.

## Learning aims

In this unit you will:

- A** Understand the career and job opportunities in the sports industry
- B** Explore own skills using a skills audit to inform a career development action plan
- C** Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway
- D** Reflect on the recruitment and selection process and your individual performance.

## Summary of unit

| Learning aim  | Key content areas   | Recommended assessment approach  |
|---|---|--|
| <b>A</b> Understand the career and job opportunities in the sports industry   | <b>A1</b> Scope and provision of the sports industry<br><b>A2</b> Careers and jobs in the sports industry<br><b>A3</b> Professional training routes, legislation, skills in the sports industry<br><b>A4</b> Sources of continuing professional development (CPD) | <p>A report that justifies the selection of a specific sports industry career pathway, following an investigation into two contrasting career pathways, focusing on short- and long-term prospects and the knowledge, skills and qualities required to achieve them.</p> <p>Career development action plan, supported by evidence of personal skills audit outcomes.</p>   |
| <b>B</b> Explore own skills using a skills audit to inform a career development action plan   | <b>B1</b> Personal skills audit for potential careers<br><b>B2</b> Planning personal development towards a career in the sports industry<br><b>B3</b> Maintaining a personal portfolio/record of achievement and experience                                       |  |
| <b>C</b> Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway | <b>C1</b> Job applications<br><b>C2</b> Interviews and selected career pathway-specific skills  | <p>Learners must participate in recruitment and selection activities. They will need to interview and be interviewed, conduct a practical assessment activity and complete the appropriate documentation.</p> <p>Learners will need to evidence all the documents created.</p> <p>Ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability.</p> <p>SWOT (strengths, weaknesses, opportunities, threats) analysis on performance of their interviewing assessment activity, linked to their personal development.</p> |
| <b>D</b> Reflect on the recruitment and selection process and your individual performance   | <b>D1</b> Review and evaluation<br><b>D2</b> Updated SWOT and action plan   |  |



## Content

### Learning aim A: Understand the career and job opportunities in the sports industry

#### A1 Scope and provision of the sports industry

The size, breadth and geographic spread of the sports industry, locally and nationally and factors that affect sports provision and employment opportunities.

- Sport and recreation industry data, economic significance, number of jobs.
- Geographical factors – location, environment, infrastructure, population.
- Socio-economic factors – wealth, employment, history, culture, fashion and trend.
- Season factors, e.g. swimming pools that only open in the summer, summer camps, holiday sports clubs, competition seasons, training camps.

#### A2 Careers and jobs in the sports industry

- Key pathways – coaching, sports science (e.g. nutritionist, sport psychology, sports therapy and injury management in sport performance, exercise and fitness), sports development (e.g. sports development officers, National Governing Body (NGB) officers, sports administrator) leisure management (e.g. facility management, grounds keeping, activity coordinator) education, sports journalism.
- Sectors – public, private, voluntary, third sector, public/private partnerships.
- Local employers – public, private, voluntary, third sector, public/private partnerships.
- National employers – public, private, voluntary, third sector.
- Sources of information on careers in sports.
- Definitions of types of employment and practical examples across different sports sectors and career pathways, locally and nationally:
  - full time
  - part time
  - fixed-term contract
  - self-employment (independent, subcontracted)
  - zero-hours contract
  - apprenticeships.

#### A3 Professional training routes, legislation, skills in the sports industry

- Career pathways – progression routes and successive jobs in different pathways:
  - coaching, e.g. NGB awards different disciplines, disability sport, working with children, safeguarding awareness
  - sports science – specialisms, e.g. nutritionist, sport psychology, sports therapy and injury management in sport performance, exercise and fitness
  - sports development, e.g. sports development officer, NGB leads, sports administration, talent pathway leads
  - leisure management, e.g. lifesaving, facilities management/maintenance, health and safety, customer service, marketing and promotion, finance, management activities
  - education pathways, e.g. Level 2 and Level 3 specialist qualifications, higher education.
- Job descriptions and personal specifications for sports industry jobs.
- Industry standards – safeguarding (Disclosure and Barring Service (DBS)), codes of practice, e.g. Register of Exercise Professionals (REPs), Sports Coach UK, organisational policies and procedures.
- Safeguarding – DBS: self-disclosure, enhanced disclosure, regulations and requirements.
- Sector-specific legislation that impacts on job roles.
- Qualification and professional bodies, e.g. REPs, Sports Coach UK, Minimum Standards for Active Coaches, NGBs, Chartered Institute for the Management of Sport and Physical Activity (CIMSPA), Adventure Activities Licensing Authority (AALA).

#### **A4 Sources of continuing professional development (CPD)**

Maintaining professional development in specific career pathways.

- Memberships of professional bodies: fees, qualification, logs of CPD.
- Required updates to professional competences, e.g. first aid, safeguarding.
- Career progression training – specific to sector, higher levels of qualification, management training sector specific, business or generic management, higher education FdSc, BA, BSc.
- Gaining knowledge and experience through cross-sector opportunities, e.g. participation in cross-sector organisation board working groups, elite performance programmes.

#### **Learning aim B: Explore own skills using a skills audit to inform a career development action plan**

##### **B1 Personal skills audit for potential careers**

Producing a personal skills audit against a chosen career pathway.

- Interests and accomplishments.
- Qualities – reliability, organisational skills, commitment, resilience, empathy.
- Basic skills – literacy, numeracy and IT.
- Experience, e.g. sporting, leadership, work, travel.
- Qualifications – educational and sector specific.
- Generic employability skills – teamwork, cooperation, communication, problem solving.
- Specific technical skills, e.g. coaching, instructing, leading, administering test protocols.
- Using SWOT (strengths, weaknesses, opportunities, threats) analysis.

##### **B2 Planning personal development towards a career in the sports industry**

- Use of personal skills audit to produce an action plan towards a sports and recreation industry career.
- Identification of key timescales, e.g. immediate actions, next year, two years, five years, and ten years.
- Identification of training/educational/experiential aims at these key times and processes to achieve these goals.
- Careers guidance and support available and education choices.
- Career development action plan (CDAP) – definition; higher levels, specialism and diversification, aims, milestones, measures.
- Professional development activities – workshops, training, job shadowing, self-reflection.

##### **B3 Maintaining a personal portfolio/record of achievement and experience**

Personal portfolio/record of achievement:

- educational certificates
- sport-specific awards
- sporting achievements
- testimonials
- press cuttings
- work experience
- volunteering
- any other relevant evidence
- CVs targeting sports industry jobs.

## **Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway**

### **C1 Job applications**

Selection of a job role in a suitable career pathway, identified from skills audit and CDAP and then preparation of all the relevant documents:

- a job advertisement giving suitable examples of where it could be placed
- job analysis
- job description
- person specification
- application form
- personal CV
- letter of application.

### **C2 Interviews and selected career pathway-specific skills**

- Communication skills required for interview situations: body language and listening skills, professional approaches, formal language, skills and attitudes of interviewee, role play, body language, dress, interview questions.
- Presentation skills – for micro-teach, for micro-coach.
- Career pathway-specific technical knowledge/skills displayed, e.g. coaching, instructing, leading, handling equipment, following testing protocols.
- Interview feedback form.
- Observation form.
- Reviewing applications from peer group.
- Submitting applications to peer group.
- Demonstration of a work-related competence (interviewing and being interviewed), analysis of how the activity worked, if the correct questions were asked to achieve the desired outcome, if the advertisement, job description and person specification led to the application form and covering letter being completed with the right level of information; adherence to equal opportunities legislation.

## **Learning aim D: Reflect on the recruitment and selection process and your individual performance**

### **D1 Review and evaluation**

- Role-play activity.
- Individual appraisal of own roles in being interviewed, interviewing and observing.
- Review of communication skills.
- Review of organisational ability.
- Assessment of how the skills acquired support the development of employability skills.

### **D2 Updated SWOT and action plan**

- SWOT analysis on individual performance in the role-play activities.
- Self-critique of the events and documentation prepared and how it supported the activity.
- Review of how effective the process was and how learners feel they may need to develop skills further to be able to conduct and participate in interviews more effectively.
- Action plan to highlight how to address any weaknesses in skill set.

## Assessment criteria

| Pass   | Merit   | Distinction   |
|--|---|---|
| <b>Learning aim A: Understand the career and job opportunities in the sports industry</b>  |   |   |
| <b>A.P1</b> Explain the different career pathways, the associated job opportunities and their requirements in the sports industry.<br><br><b>A.P2</b> Explain the development pathway into a selected career in the sports industry.             | <b>A.M1</b> Analyse the professional development requirements and opportunities for specialism or promotion in different career pathways and the associated job opportunities in the sports industry .  |   |
| <b>Learning aim B: Explore own skills using a skills audit to inform a career development action plan</b>  |   | <b>AB.D1</b> Justify how own skills audit outcomes and development action plan aligns to chosen career pathway, based on a comprehensive knowledge and understanding of the career.   |
| <b>B.P3</b> Explain how selected sports industry career matches own personal skills audit outcomes.<br><br><b>B.P4</b> Develop a career development action plan, to meet the requirements of intended sports career using skills audit outcomes. | <b>B.M2</b> Analyse own personal skills audit outcomes against a selected career in the sports industry.<br><br><b>B.M3</b> Develop a career development action plan that has specific relevance to the requirements of intended sports career and skills audit outcomes. |   |
| <b>Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</b>  |   | <b>CD.D2</b> Demonstrate individual responsibility and effective self-management during the recruitment activity.<br><br><b>CD.D3</b> Evaluate how well the documents prepared, and own performance in the interview activities, supported the process for accessing the selected career pathway. |
| <b>C.P5</b> Prepare appropriate documentation for use in selection and recruitment activities.<br><br><b>C.P6</b> Participate in the selection interviews and activities as an interviewee.  | <b>C.M4</b> In interviews and activities, demonstrate analytical responses and questioning and activities to allow assessment of skills and knowledge.  |   |
| <b>Learning aim D: Reflect on the recruitment and selection process and your individual performance</b>  |   |   |
| <b>D.P7</b> Review own performance in role in the interviewing activities, supported by an updated SWOT analysis.  | <b>D.M5</b> Analyse the results of the process and how your skills development will contribute to your future success.  |   |

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, B.M3, AB.D1)

Learning aims: C and D (C.P5, C.P6, D.P7, C.M4, D.M5, CD.D2, CD.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to a range of current sports industry career pathway information from websites and printed resources. Learners may require specific equipment to assist them when taking part in interview assessment activities, for example, testing equipment if conducting fitness tests, or cones and balls if performing a micro-coaching session.

### Essential information for assessment decisions

#### Learning aims A and B

Learners must carry out independent research into two contrasting sport industry pathways to show their understanding of relevant employment opportunities, progression and required knowledge, skills and qualities. Learners must then select one pathway that is appropriate to them, based on the outcomes of a personal skills audit and goals identified during the development of their CDAP.

**For distinction standard,** learners will carefully consider, and give reasons to support, arguments as to how their own skills and CDAP aligns to the selected career, following an investigation into the scope, opportunities and requirements for employment in two contrasting sports industry career pathways. Learners' investigations of contrasting career pathways will cover aspects such as the specific skills, qualities, qualification and training routes that are required, as well as broader aspects such as the associated industry standards and regulatory bodies. Learners must articulate their arguments coherently with reference to sources of information.

Following the investigation comparing the two career pathways, learners will select one career pathway that most closely aligns to their own interests, knowledge, skills, qualities and qualifications, as identified through their personal skills audit outcomes and CDAP. They will compare their own skills audit with the gaps they need to pursue through professional development. They will then evaluate their personal knowledge of and skills levels in these specific areas, making justified suggestions of development aims and specific actions to achieve these aims. Recommendations will be supported by reference to sources of information from regulatory and training organisations.

**For merit standard,** learners will analyse different careers and the related professional development requirements in their chosen sport industry, considering industry standards and regulatory bodies. They will draw reasoned conclusions based on their analysis of the scope of the career and associated job roles. Learners will draw on the knowledge gained through the unit to select a specific career to carry out further targeted research to explain specific skills, qualities, qualifications and training routes. They will then analyse their personal levels in these specific areas with reference to the outcomes from their own personal skills audit. Learners will make justified suggestions of personal development aims as part of the creation of a CDAP that is specifically relevant to the selected career pathway.

Learners must articulate their arguments coherently with reference to sources of information and relevant data.

**For pass standard,** learners must explain the different careers in the sports industry, including industry standards and regulatory bodies. Learners must be able to show they understand the employment roles that relate to two contrasting pathways. They must give examples of appropriate career opportunities and details of opportunities in a local and national context. Learners are encouraged to use considered examples to support their explanations. Learners will relate their explanation to a specific career and the specific skills, qualities, qualification and training routes required for that career. They will be able to match their own skills outcomes that have been identified through a personal skills audit to a selected career pathway and then explain their personal knowledge and skills levels in these specific areas.

Learners will develop a CDAP based on their research of a selected career pathway and the outcomes of their own personal skills audit. The plan will identify the knowledge, skills and qualities required by the job roles and progression in the selected career. They will clearly state the aim, goals, methods, means, timelines, milestone markers and measures for achieving these. Learners will consider the knowledge and skills they are learning across the qualification when formulating the plan.

Learners must articulate their arguments coherently with reference to sources of information.

### Learning aims C and D

Learners will form part of an interview and assessment activity panel and will take turns at both roles – interviewer and interviewee. This will enable learners to display personal interview response skills and reflection/peer review of the skills of others. Learners will be assessed through a short (15–20 minute) supporting practical assessment activity, for example, a micro-teach, micro-instruct, or test administration. This will enable learners to apply and refine generic and technical sports-related knowledge and skills learned from across the qualification. Witness statements will need to be completed by the teacher, recording participation and including feedback that learners can use to help update the SWOT developed as part of the skills audit task. Learners will demonstrate effective communication skills. They will design interview questions that clearly relate to their selected career pathway job role and which allow skills and competencies to be assessed. Documents should be included in their portfolios.

**For distinction standard,** learners will make an individual, detailed evaluation of the application documents used. The report will reach a reasoned conclusion on whether or not the interview documents were effective and if they fully supported the interview and assessment activity. It will also include a balanced evaluation, highlighting how well the processes were related to professional best practice.

Learners will draw on a range of feedback (from own reflection, and peer review) to provide a detailed evaluation of their own performance in all aspects of the interview assessment activities. They will consider the appropriateness, significance and advantages/disadvantages of the selection of activities they performed, and to the responses they gave to questioning from peers. Learners will then consider the strengths or weaknesses of their performance, supported by well-considered examples based on their research of the knowledge, skills and qualities required for a job in their selected career pathway.

Learners will offer a detailed conclusion as to how their preparation for, and performance in, interview assessment activities will support career progression.

**For merit standard,** learners will offer an individual analysis of the effectiveness of their responses to interview questions and assessment activities in assessing skills and knowledge. Learners will consider the knowledge and skills that they have, that they are able to develop through their qualification, and that they require for their selected career pathway. A report will include clear analysis of the interview and assessment activity. Learners will show clear links between skills development and enhancement of their career prospects.

**For pass standard,** learners will create the relevant recruitment selection documents for a specific job role from a selected career pathway. In order to contribute to the development of employability skills, the role selected will be realistic to learners' current skills. These documents could be shared among learners so that they can then apply for a position created by someone else, and then be interviewed for the role. Documents will be fit for purpose, professional and written in appropriate business language. Job application forms must be completed in full.

Learners will select and perform an appropriate practical assessment activity to support their application and interview for a role in their selected career pathway. This could, for example, be a short (15–20 minute) micro-coaching session or a micro-instruction session. In selecting and performing the activity, learners will consider the knowledge and skills they have learned in the appropriate units and apply these to their performance, for example, learning from specific coaching units that can be used to support a micro-coaching session, or learning from specific instructing units that can be used to support an exercise and fitness micro-instructing session.

Evidence will include a detailed updated SWOT analysis of the individual performance in the interview and assessment activity task. Details of any other personal experiences of employment interviews may be referred to here and used to support the career development action plan.

### **Links to other units**

This unit links to:

- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 4: Sports Leadership
- Unit 5: Application of Fitness Testing
- Unit 8: Coaching for Performance
- Unit 10: Sports Event Organisation
- Unit 12: Self-employment in the Sports Industry
- Unit 13: Instructing Gym-based Exercise
- Unit 14: Exercise and Circuit-based Physical Activity
- Unit 15: Instructing Exercise to Music
- Unit 16: Instructing Water-based Exercise
- Unit 18: Work Experience in Active Leisure
- Unit 19: Development and Provision of Sport and Physical Activity.

### **Employer involvement**

Centres may involve employers in the delivery of this unit if there are local opportunities.

This unit would benefit from employer involvement in the form of:

- guest speakers and interview opportunities
- work experience
- own business material as exemplars
- opportunities to visit suitable businesses.



## Unit 4: Sports Leadership

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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### Unit in brief

Learners study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles.

### Unit introduction

Sports leadership takes many forms and with the sports industry growing each year, more members of society are opting to participate in sport in some way. With participation levels rising, the supervision and coaching of sport is no longer the sole responsibility of qualified professionals, such as physical education teachers and qualified coaches, but also volunteers have leadership roles. More and more individuals take up the challenge of a coaching or leadership role each year, with many volunteering in the sector.

This unit aims to develop your confidence in a variety of different roles when leading sport. These roles range from coach, to official, to captain or personal trainer. You will be guided through the requirements of effective leadership and this will develop your knowledge and understanding of the leader's role, the key skills, qualities and characteristics. You will be required to take on the role of a leader and demonstrate the necessary range of skills for the selected leadership role independently and as part of a team, when planning and running an event.

You will develop knowledge and understanding of sports leadership, which will guide you towards gaining a good level of confidence that would assist you in pursuing a career in a leadership role or support your progression to higher education.

### Learning aims

In this unit you will:

- A** Understand the roles, qualities and characteristics of an effective sports leader
- B** Examine the importance of psychological factors and their link with effective leadership
- C** Explore an effective leadership style when leading a team during sport and exercise activities.

## Summary of unit

| Learning aim  | Key content areas   | Recommended assessment approach  |
|---|---|--|
| <b>A</b> Understand the roles, qualities and characteristics of an effective sports leader              | <b>A1</b> Different leadership roles<br><b>A2</b> Skills, qualities, characteristics and application<br><b>A3</b> Importance and effective use of skills, qualities and characteristics when leading  | <p>A written document focusing on different leadership roles which identifies, explains and justifies the qualities and characteristics required for each role when leading.</p> <p>A report focusing on the psychological factors that can affect leadership and the impact these can have on effective leadership.</p> |
| <b>B</b> Examine the importance of psychological factors and their link with effective leadership       | <b>B1</b> Psychological factors that could impact on leadership<br><b>B2</b> Leadership and psychological factors   |  |
| <b>C</b> Explore an effective leadership style when leading a team during sport and exercise activities | <b>C1</b> Expectations of leadership<br><b>C2</b> Practical skills required for different leadership styles<br><b>C3</b> Leading a sport and exercise activity<br><b>C4</b> Effectiveness and impact of leadership on a sport and exercise activity | <p>Evidence that demonstrates own performance in the practical application of leadership style in a range of sporting roles.</p> <p>This should be recorded with AV equipment and accompanied by witness statements.</p>   |

## Content

### Learning aim A: Understand the roles, qualities and characteristics of an effective sports leader

Learners are required to show their knowledge and understanding in a range of roles, evaluating key skills, qualities and characteristics.

#### A1 Different leadership roles

- Roles required in sport and exercise activities or environments:
  - activity leader, coach, teacher, instructor, trainer, manager, official, table official, team manager, score keeper, first aider, health and safety officer, risk assessor.
- Job descriptors of each role:
  - for example, for an activity leader – during activities, ensure rules and regulations are correctly implemented and adhered to so that games and competitions are fair.

#### A2 Skills, qualities, characteristics and application

- Key skills of leaders in sport:
  - rapport building, confidence, vocal, good communication, authoritative, provide good feedback, motivator, goal setter, collaborator, uses strategies and tactics well, engaging, fearless, forgiving, patient, organised, good listener, good demonstrator.
- Key qualities of leaders in sport:
  - knowledge of sports skills, knowledge of rules and laws, understanding the mental needs of participants, understanding the physical needs of participants, good communication, high confidence, positive, empathy.
- Key characteristics of leaders in sport:
  - committed, patient, driven, goal orientated, empowering, objective, persistent, forgiving, attentive, approachable, consistent, firm, fair.
- Application of skills, qualities and characteristics in different roles:
  - captain – can read the game well, confident, inspires, knowledge of the rules, lead by example, motivates, passionate, praises others, skilful, team mates, uses strategies and tactics well, vocal
  - coach – analysis, delivery, demonstration, feedback, organisation, observation, questioning, rapport building, safety
  - official – authoritative, common sense, communication, consistent, courageous, judgement, knowledge of rules, timekeeper
  - teacher – accountable, adaptable, caring, creative, dedicated, determined, engaging, fearless, forgiving, generous, inspirational, joyful, organised, passionate, patient, resilient, resourceful
  - personal trainer/instructor – adapting, commitment, communication, energy, friendly, knowledge, listening skills, motivator, organisation, outgoing.
- Effective use of the skills, qualities and characteristics of a leader.
- Leads by example, is ethical, has integrity and potential, has a good sense of humour, is confident, is committed, inspires others, is not afraid to make decisions.

#### A3 Importance and effective use of skills, qualities and characteristics when leading

Importance of different leadership roles in sport, for example:

- to help athletes develop their full potential
- responsible for creating the right conditions for improvements to take place
- to educate participants and develop their knowledge and understanding of sport
- to maintain order and ensure all rules and regulations are implemented effectively
- to enthuse and motivate individuals and teams, ensuring that the team is heard
- to help an individual or group of people to achieve their fitness goals.

## **Learning aim B: Examine the importance of psychological factors and their link with effective leadership**

### **B1 Psychological factors that could impact on leadership**

- External psychological factors could include:
  - group/team cohesion
  - social loafing
  - the Ringelmann effect
  - personalities
  - confidence
  - motivation
  - anxiety and arousal.
- Internal psychological factors could include:
  - attribution theory; self-confidence
  - self-esteem
  - past experiences
  - the self-serving bias
  - behaviour: accidental versus intentional behavior.
- Importance of psychological factors:
  - safety
  - environment
  - goal/outcome
  - participant interaction.

### **B2 Leadership and psychological factors**

Learners are required to show clear knowledge and understanding of what effective leadership looks like and what forms this can take.

- Leadership theories/forms:
  - situational leadership
  - transformational leadership
  - transactional leadership.
- Leadership can include:
  - strong relationship building
  - clear vision
  - positive and assertive personal image
  - positive attitude to and learning from failure
  - planning, organising and setting clear objectives
  - decision making and finding solutions
  - perseverance.

## **Learning aim C: Explore an effective leadership style when leading a team during sport and exercise activities**

### **C1 Expectations of leadership**

- Effective leadership roles could encompass:
  - the confidence to lead an individual or group/team to improve and succeed in achieving a common goal
  - the ability to control and educate an individual or a team to reach a goal
  - the knowledge to develop the skills, techniques and tactical understanding of an individual or team effectively
  - the ability to share an individual's or team's goals and motivate them to achieve their full potential
  - the ability to create an inspiring event and lead by example
  - the ability to empower, inspire and energise people.

- Expectations of effective leadership in a team:
  - communicate effectively
  - work as a team
  - help each other
  - confident
  - fair to all participants
  - fair to other team members
  - optimistic
  - trustworthy
  - employ rules and regulations successfully
  - keep scores accurate
  - show good knowledge
  - patient
  - show passion for the activity.

## **C2 Practical skills required for different leadership styles**

- Practical skills:
  - transactional – focuses on supervision, organisation and group performance
  - transformational – identifies where change is needed and creates vision through inspiration
  - situational – there is no best style of leadership, effective leadership is task relevant and can change.
- Types of effective leadership styles, including:
  - autocratic – sole decision maker, focuses on completing goals, ignores opinions of others, dictates tasks
  - democratic – shares responsibilities, collaborates when making decisions, is a concerned coach
  - laissez-faire – hands-off approach, turns control over to players, players make the decisions, leads to the lowest productivity and improvement
  - transformational – inspires others to go further than what they are capable of
  - paternalistic – the leader adopts a position of absolute authority, cares for and understands the players, acts with self-discipline, kindness and moral integrity when controlling the players.

## **C3 Leading a sport and exercise activity**

- Identification of aims and objectives.
- Identification of SMARTER (specific, measurable, achievable, realistic, time-related, exciting OR evaluated, recorded OR reviewed) targets.
- Identification of designated leadership role.
- Ideal effective leadership.
- Ideal leadership style.

## **C4 Effectiveness and impact of leadership on a sport and exercise activity**

- Against aims and objectives in plan.
- Against SMARTER targets.
- Strengths and areas for improvement.
- Effective leadership.
- Against other style leadership.
- Suggestions for future improvement with a clear action plan.

## Assessment criteria

| Pass   | Merit   | Distinction  |
|--|---|--|
| <b>Learning aim A: Understand the roles, qualities and characteristics of an effective sports leader</b>   |   | <p><b>A.D1</b> Evaluate the impact of skills, qualities, characteristics on sports leadership in different sport and exercise activities or environments.</p> <p><b>B.D2</b> Evaluate the impact of key psychological factors on sports leadership in different sport and exercise activities or environments.</p> |
| <p><b>A.P1</b> Discuss the skills, qualities and characteristics of three different leadership roles in different sport and exercise activities or environments.</p> <p><b>A.P2</b> Explain the importance of skills, qualities and characteristics in the leadership role in different sport and exercise activities or environments.</p> | <p><b>A.M1</b> Analyse the importance of skills, qualities and characteristics in the leadership role in different sport and exercise activities or environments.</p>   |  |
| <b>Learning aim B: Examine the importance of psychological factors and their link with effective leadership</b>  |   |  |
| <p><b>B.P3</b> Discuss how key psychological factors may affect sports leadership within different sport and exercise activities or environments.</p>  | <p><b>B.M2</b> Analyse key psychological factors that may affect sports leadership within different sport and exercise activities or environments.</p>  |  |
| <b>Learning aim C: Explore an effective leadership style when leading a team during sport and exercise activities</b>  |   | <p><b>C.D3</b> Justify your leadership style and its impact on team performance, suggesting alternative leadership styles that could be used to improve team performance.</p>  |
| <p><b>C.P4</b> Demonstrate a chosen leadership style, using appropriate skills when leading a team during a sport and exercise activity.</p> <p><b>C.P5</b> Review the impact of own leadership style on the performance of the team during the sport and exercise activity.</p>   | <p><b>C.M3</b> Demonstrate a chosen leadership style, using effective skills when leading a team during a sport and exercise activity.</p> <p><b>C.M4</b> Analyse your chosen leadership style and the impact of it on team performance, considering own strengths and areas of weakness.</p> |  |

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, A.M1, B.M2, A.D1, B.D2)

Learning aim: C (C.P4, C.P5, C.M3, C.M4, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- coaching/leading equipment (such as whistle, watch, clipboard)
- recording equipment (such as video camera, tablet, voice recorder).

### Essential information for assessment decisions

#### Learning aims A and B

**For distinction standard,** learners will consider the impact that skills, qualities, characteristics and key psychology factors have on sports leadership in different sport and exercise activities or environments. Learners will need to think about the strengths/areas for improvement and/or significance of these things. They will need to make judgements about them and reach a conclusion. Their conclusions will need to be supported by appropriate examples from different sports.

**For merit standard,** learners will produce a detailed written document providing a clear analysis detailing the relationships between the skills, qualities and characteristics in the different roles in sport and exercise activities or environments. Learners will give a clear analysis detailing the relationship between the psychological factors and their effects on sports leadership. Learners can use different sports to provide clear examples of each role in action; these should be fully explained and analysed. Learners can include a range of skills, qualities and characteristics for each leadership role selected, ensuring they provide clear justification for the necessary implementation of each. The analysis should incorporate both positive and negative elements and link these to a variety of sporting situations.

**For pass standard,** learners will produce a written document providing evidence to support an opinion about the skills, qualities and characteristics of three different leadership roles. Learners will select different roles dependent on their learning styles and individual needs. The written document will identify the purpose of each role and explain why it is crucial. The explanation should be detailed and include clear sporting examples of when the role is used and how it is implemented effectively. Learners will produce a report considering key psychological factors and the effects that these may have on sports leadership. Learners will use a range of external and internal psychological factors to ensure they discuss a good breadth of factors. Learners can include the importance of the psychological factors, including those that could impact on participants and leaders and relate this to different sport and exercise activities or environments.

#### Learning aim C

**For distinction standard,** learners will produce a document that supports the style of leadership they have used during the sport and exercise activity. They should include details of the effect (positive or negative) that the adopted leadership style has had on their ability to work as part of a team in the activity using examples to support their statements. It is vital that the document focuses on learners as the leader and their skills, rather than the participants in the video recordings. The document must include a clear evaluation of the impact and application of the key skills that are specific for the role implemented. Learners can also suggest alternative leadership styles that could be used to help develop the performance of the leadership team and their roles. This should be supported with clear evidence and explanation.



**For merit standard**, learners will demonstrate a chosen leadership style during the running of a sport and exercise activity, which may contribute towards its effective running and success. Learners are required to submit video evidence demonstrating their leadership in the sport and exercise activity. They will use skills related to this leadership style that are effective in the led activity for the intended goals. Learners will present a methodical examination into their leadership style and the relationship between the leadership style adopted and the individual/team's performance, cause and effect impact, after the sport and exercise activity. Learners can provide analysis of their strengths and areas of weakness when actively displaying the different characteristics and qualities of the roles. Learners may find it advantageous to suggest practices that could help them to improve the key skills for the running of future sport and exercise activity.

**For pass standard**, learners will demonstrate a chosen leadership style during the running of a sport and exercise activity, which may contribute towards its effective running and success. Learners are required to submit video evidence that demonstrates their effective leadership in the sport and exercise activity, using related skills to the demonstrated leadership style. Additionally, learners are required to review their own leadership ability, detailing the different characteristics and key qualities that were displayed during their leadership, and the impact this may have had on the individual/team during the activity. It is important that this video evidence is supported by an observation record and witness statement. The observation record/witness statement can be completed by any suitable member of staff who has witnessed the completion of the assessment activities.

### Links to other units

This unit links to:

- Unit 3: Professional Development in the Sports Industry
- Unit 6: Sports Psychology
- Unit 8: Coaching for Performance
- Unit 10: Sports Event Organisation
- Unit 12: Self-employment in the Sports Industry
- Unit 18: Work Experience in Active Leisure
- Unit 19: Development and Provision of Sport and Physical Activity.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- work experience
- guest speakers and interview opportunities.



# Unit 5: Application of Fitness Testing

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners gain an understanding of the requirements of fitness testing and learn how to safely conduct a range of fitness tests for different components of fitness.

## Unit introduction

Sports performers need to be able to maintain, and often improve, their fitness levels in order to excel in their sport. It is essential that they regularly participate in fitness tests to determine their baseline measures. These fitness test results are then used to identify strengths and areas for improvement. Fitness testing results are also used to predict future performance and provide feedback on the effectiveness of a training programme. Fitness testing is also carried out for non-sports performers to help determine a person's general fitness levels, which provides an exercise instructor with baseline measures for exercise programme design.

In this unit, you will explore the principles of fitness testing and examine the factors affecting the selection and administration of tests, including validity, reliability and suitability of tests. You will explore a range of laboratory and field-based fitness tests and the administration process of each fitness test. You will consider the selection of appropriate tests for specific sports performers, and demonstrate your ability to conduct a range of fitness tests in accordance with the safety and ethical requirements of fitness testing. Finally, you will investigate the process of evaluating and comparing fitness test results to draw meaningful conclusions about a specific person's fitness.

These activities will prepare you for a variety of careers in the sport sector, such as coaching, fitness instruction and working with elite sport performers. This unit will form a good basis for aspects of higher education study in sport and sport and exercise science-related qualifications.

## Learning aims

In this unit you will:

- A** Understand the principles of fitness testing
- B** Explore fitness tests for different components of fitness
- C** Undertake evaluation and feedback of fitness test results.

## Summary of unit

| Learning aim   | Key content areas   | Recommended assessment approach  |
|--|---|--|
| <b>A</b> Understand the principles of fitness testing              | <b>A1</b> Validity of fitness tests<br><b>A2</b> Reliability of fitness tests<br><b>A3</b> Practicality and suitability of fitness tests<br><b>A4</b> Ethical issues associated with fitness screening        | <p>A report on the principles of fitness testing, including practicality, suitability and ethics of fitness testing.</p> <p>A presentation justifying the selection of fitness tests for a team or individual.</p>   |
| <b>B</b> Explore fitness tests for different components of fitness | <b>B1</b> Fitness tests to assess components of physical fitness<br><b>B2</b> Fitness tests to assess components of skill-related fitness<br><b>B3</b> Planning of tests<br><b>B4</b> Administration of tests | <p>A report that interprets the test results, analyses the test administration and makes recommendations for improvements to test administration practice, supported by observation and video evidence of fitness testing administration and recorded results from each test.</p>  |
| <b>C</b> Undertake evaluation and feedback of fitness test results | <b>C1</b> Produce a fitness profile for a selected sports performer<br><b>C2</b> Providing feedback to a selected sports performer  | <p>A written fitness profile for a selected sports performer, supported by evidence of interpretation of fitness test results related to the selected sports performer.</p> <p>A report that evaluates the effectiveness of fitness testing and feedback methods, supported by observation/video/verbal recordings of feedback session to selected sports performer.</p> |

## Content

### Learning aim A: Understand the principles of fitness testing

#### A1 Validity of fitness tests

- Understand what validity means and the application to fitness testing.
- Validity of fitness test for different sports performers.

#### A2 Reliability of fitness tests

- Understanding of what reliability means.
- Benchmarking data.
- Methods of ensuring reliability pre-test, e.g. calibration of the equipment, warm-up, fitness test technique practice.
- Methods of ensuring reliability during the test, e.g. skill level of the administrator, adherence to test protocol, constant conditions, appropriate rest period between tests.

#### A3 Practicality and suitability of fitness tests

- Factors affecting the practicality of fitness tests – cost, time, equipment, facility.
- Suitability – the appropriateness of the test for the sport, sports performer, fitness levels of the performer.

#### A4 Ethical issues associated with fitness screening

Learners should ensure they follow the appropriate ethical procedures with participants before and during fitness testing.

- Informed consent form, reasons for terminating a test.
- Pre-test preparation, e.g. appropriate rest, no exercise before test, appropriate hydration levels, suitable warm-up for selected tests.
- Data protection – recording results, confidentiality of data, storage of data.
- Ethical clearance for test.
- Ensuring the welfare of the subject throughout the test procedures.

### Learning aim B: Explore fitness tests for different components of fitness

Test protocol, equipment required for each test, safe and effective administration of the fitness test, correct units of measurement and suitability of each test for a range of sports performers and fitness levels.

#### B1 Fitness tests to assess components of physical fitness

- Flexibility – sit and reach, shoulder flex test, calf muscle flexibility test, trunk rotation test.
- Strength – 1RM tests, grip dynamometer, seven stage abdominal strength test.
- Aerobic endurance – multi-stage fitness test, maximal oxygen consumption test (VO<sub>2</sub> max), 12-minute Cooper test, Harvard step test, Rockport walk test.
- Speed – sprint tests over 20 metres, 30 metres, 40 metres, 50 metres, 60 metres.
- Muscular endurance – one-minute press-up, one-minute sit-up, wall sit test.
- Body composition – skinfold calipers, bioelectrical impedance analysis, body mass index (BMI), girth measurements.

#### B2 Fitness tests to assess components of skill-related fitness

- Agility – Illinois agility run test, T-test, side-step test.
- Balance – stork stand test, beam walk.
- Co-ordination – wall-toss test.
- Power – vertical jump test, standing long jump test, Margaria-Kalamen power test, seated medicine ball throw, cricket ball throw test, Wingate test.
- Reaction time – ruler drop test.

### **B3 Planning of tests**

- Subject requirements – for a particular sport/physical activity, age, gender, physical activity levels.
- Selection of appropriate fitness tests – suitability, validity, reliability, practicality, sequence of tests, resources.
- Test procedure – demonstration, instruction, practice.
- Health and safety – subject screening, informed consent, pre-test warm-up.

### **B4 Administration of tests**

- Role of tester – organise equipment and facility, motivator – prepare client for tests (warm-up, client consultation and pre-test procedures), maintaining a good rapport with client, recording of results.
- Responsibilities of tester – observation of tests, correct technique, client needs, suitable testing for age, sport and fitness levels.
- Pre-test checks – on equipment, on client, recording documentation.

## **Learning aim C: Undertake evaluation and feedback of fitness test results**

### **C1 Produce a fitness profile for a selected sports performer**

Interpret results against normative data:

- comparison and making judgements against peers, sports performers, norms for elite athletes, in line with accepted health ranges
- suitability of fitness test selection.

### **C2 Providing feedback to a selected sports performer**

- Method of feedback (verbal, written).
- Test results.
- Levels of fitness.
- Strengths and areas for improvement.
- Suggest and justify appropriate recommendations for improvements to develop each component of fitness tested.

## Assessment criteria

| Pass  | Merit   | Distinction  |
|---|---|--|
| <b>Learning aim A: Understand the principles of fitness testing</b>   |   |  |
| <p><b>A.P1</b> Explain the importance of validity, reliability, practicality and suitability in relation to fitness testing.</p> <p><b>A.P2</b> Explain how ethical requirements should be met when planning and conducting fitness testing, giving examples.</p>               | <p><b>A.M1</b> Recommend methods that can be used to ensure fitness testing is conducted in a valid, reliable, practical, suitable and ethical way.</p>   |  |
| <b>Learning aim B: Explore fitness tests for different components of fitness</b>  |   |  |
| <p><b>B.P3</b> Select six valid fitness tests for selected sports performers.</p> <p><b>B.P4</b> Safely administer and accurately record the results of six fitness tests for a sports performer.</p> <p><b>B.P5</b> Interpret fitness test results against normative data.</p> | <p><b>B.M2</b> Assess practicality and suitability of each selected fitness test for selected sports performers.</p> <p><b>B.M3</b> Administer six fitness tests, demonstrating skills to ensure the test results are accurate and reliable.</p> <p><b>B.M4</b> Suggest areas for improvement in the administration process of fitness tests based on test results.</p> |  |
| <b>Learning aim C: Undertake evaluation and feedback of fitness test results</b>  |   |  |
| <p><b>C.P6</b> Create a fitness profile for a selected sports performer following fitness testing, providing feedback to the performer on their fitness test results and how they can impact on sporting performance.</p>   | <p><b>C.M5</b> Assess the strengths and areas for improvement from fitness test results, providing feedback to a selected sports performer.</p>   |  |
|   |   | <p><b>AB.D1</b> Analyse own administration of selected fitness tests against practicality, suitability and ethical guidelines, justifying suggestions for improvement.</p>   |
|   |   | <p><b>C.D2</b> Justify the fitness profile for a selected sports performer, including identified areas for improvement related to their selected sport.</p> <p><b>C.D3</b> Evaluate the effectiveness of methods used to test the components of fitness and provide feedback to sports performers.</p> |

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, B.P5 A.M1, B.M2, B.M3, B.M4, AB.D1)

Learning aim: C (C.P6, C.M5, C.D2, C.D3)



## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- suitable fitness testing facilities and equipment, for example, a sports hall, studio gym or sports lab with appropriate testing equipment, such as sit and reach box, grip dynamometer, skinfold calipers, dumbbells, barbells, cycle ergometer, cones, mats, benches, timing gates, stopwatch
- suitable individuals and groups who can act as test subjects.

### Essential information for assessment decisions

#### Learning aims A and B

Learners must consider all principles of fitness testing throughout the pre-test, test and post-test stages. Additionally, learners must select and assess valid fitness tests for multiple sports performers, but are only required to administer testing to, and interpret results of one selected performer.

**For distinction standard,** learners will analyse their own administration of fitness testing in relation to the pre-test, during test and post-test stages of the fitness testing process. Learners will examine the practicality and suitability of each test, in relation to the sports performer that was tested, against the guidelines and test protocols and make judgments about the validity of the selected tests. Learners will consider how closely they adhered to ethical guidelines throughout the testing process. Learners will provide suggestions on how they could improve their fitness testing processes and provide justification for each suggestion.

**For merit standard,** learners will make recommendations for practical testing methods that can be used to ensure the reliability of the results of fitness tests. The methods may relate to the participant before and during the test, the equipment and/or location of the fitness testing. Learners will provide guidelines on the suitability of different fitness tests for specific types of participants in relation to individual sports and team sports, considering the relationships between validity and suitability of fitness tests for specific sports performers. They will also provide recommendations on how fitness testing can be carried out in a way that follows ethical guidelines. Learners will consider the practicality and suitability of the test in relation to the sports performer and the equipment and facilities available. They will draw conclusions as to why each fitness test has been selected for their sports performer.

Learners will calibrate equipment before use for each fitness test. Where appropriate, they will conduct pre-test screening in relation to: the fitness of the subjects' hydration levels before exercise participation, rest and general wellbeing before the test and checking of test conditions and participant clothing/footwear before testing to ensure reliable data is collected. Learners will administer the tests ensuring protocols are strictly adhered to and that data is collected at the appropriate level of precision to ensure accuracy.

Learners will interpret the fitness test results against normative data, make judgments on the accuracy and provide recommendations on the components of fitness a selected sports performer needs to improve on in relation to their selected sport.

**For pass standard,** learners will consider the importance of validity, reliability and practicality in relation to fitness testing. For reliability, learners will need to know what pre-test and during test requirements need to be in place in order for reliable results to be obtained. They will need to know which tests are valid for different components of fitness and how practical each test is in relation to the costs of equipment, ease of administration and time to carry out each test. Suitability of each test will also need to be explained in relation to the fitness test selected and the sports performer being tested.

Learners will understand the ethical considerations for participants before taking part in the fitness testing, during the fitness testing and afterwards in relation to the data collected. They will give examples of ethical practice at each stage and the potential implications of not following ethical guidelines.

Learners will select six fitness tests that test for specific components of fitness for different sports performers that are valid for their specific sport.

Learners will ensure the safe administration of fitness tests by completing a risk assessment for the fitness tests that they are to carry out. They will ensure the participant has completed an informed consent form before participation in each fitness test. They will follow the protocol for each test in the set-up and administration of the test. During each test, the welfare of the participant will be monitored by learners to ensure that they are able to continue with the testing protocol.

Once testing has been concluded, learners will compare the fitness test results obtained to normative data and describe their interpretation of the test results.

### Learning aim C

Learners must create and assess a fitness profile for a specific, selected sports performer. This may be the same performer as tested in learning aim B.

**For distinction standard,** learners will give focused reasoning in relation to the interpretation of the fitness test results and the level of the sports performer that they have tested. Learners will justify, using considered arguments, the specific components of fitness that require improvement and the impact these will have on a specific person in relation to their sports performance. Learners will support their justification with empirical evidence obtained from the fitness tests, normative data, and comparison with similar sports performers.

Learners will evaluate the effectiveness of the range of methods used to test different components of fitness and provide feedback to sports performers. They will consider the impact of the fitness testing principles on each method, for example they could say, 'A specific test of aerobic endurance or speed is effective because it addresses the requirements of the test administrator and principles of fitness testing by accurately measuring the required component in a valid and reliable way.' Conclusions are considered and supported by the reference to selected examples of successful testing and feedback methods.

**For merit standard,** learners will assess how fitness test results for different components of fitness will impact positively and negatively on performance for a selected sports performer, and what the performer would need to do in order to improve their performance in a specific sport in relation to specific components of fitness. Learners will consider factors relating directly to the sports performer, but also to the administered tests to arrive at conclusions on performer strengths and areas for improvement.

**For pass standard,** learners will use the results from the fitness tests to compile a fitness profile for a selected sports performer. The profile will indicate the components of fitness that the performer is doing well in and also the components that need to be improved in relation to the selected sports performer's specific sport. Learners will provide verbal feedback to the sports performer as well as a written report.

## Links to other units

This unit links to:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry
- Unit 8: Coaching for Performance
- Unit 13: Instructing Gym-based Exercise
- Unit 14: Exercise and Circuit-based Physical Activity
- Unit 15: Instructing Exercise to Music
- Unit 16: Instructing Water-based Exercise
- Unit 17: Sports Injury Management
- Unit 18: Work Experience in Active Leisure
- Unit 19: Development and Provision of Sport and Physical Activity.

## Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.



# Unit 6: Sports Psychology

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

This unit covers the psychological dimensions of sport, and introduces psychological techniques that can be used to enhance performance.

## Unit introduction

At the highest level in sport, success is often down to small margins and performers are always looking for ways to gain an edge over their opponents. Performers take advice on areas such as physical preparation, tactics, strategies and nutrition. Increasingly, performers are using sport psychology to improve the mental side of their sport in the hope of gaining an advantage over their opponents.

In this unit, you will look at individual psychological factors that can influence performance, the psychological aspects of environments that sports are played in and the influences that others can have on performance. You will look at how the functioning of a group can influence the outcome a sports team produces and how motivation can be developed and influenced. You will examine how arousal, anxiety, stress and self-confidence can affect performance and how these need to be controlled in order to achieve optimum performance. Finally, you will explore the psychological skills and programmes that can be used to improve performance.

This combination of knowledge, understanding and skills will help to prepare you for a range of careers or higher education courses in the sport and active leisure sector supporting individual athletes or teams.

## Learning aims

In this unit you will:

- A** Understand how personality, motivation and competitive pressure can affect sport performance
- B** Examine the impact of group dynamics in team sports and its effect on performance
- C** Explore psychological skills training programmes designed to improve performance.

## Summary of unit

| Learning aim   | Key content areas  | Recommended assessment approach   |
|--|--|---|
| <p><b>A</b> Understand how personality, motivation and competitive pressure can affect sport performance</p> | <p><b>A1</b> Personality factors and assessment of personality<br/> <b>A2</b> Motivational factors<br/> <b>A3</b> Arousal – performance relationship theories under competitive pressure<br/> <b>A4</b> Stress, anxiety and sports performance under competitive pressure<br/> <b>A5</b> Self-confidence and sports performance under competitive pressure</p> | <p>A report on the different motivational factors that can be used by a coach via practical application of personality tests which also details the effects of arousal, anxiety and stress on sports performance and how self-confidence is important in the reduction of anxiety levels.</p> |
| <p><b>B</b> Examine the impact of group dynamics in team sports and its effect on performance</p>            | <p><b>B1</b> Group processes<br/> <b>B2</b> Cohesion in effective group performance<br/> <b>B3</b> Leadership in creating effective groups<br/> <b>B4</b> Impact of processes, cohesion and leadership on a team and performance<br/> <b>B5</b> Measurement of the impact of processes, cohesion and leadership on a team and performance using sociograms</p> | <p>A report on group development, leadership factors and the impact they may have on teams at different levels of sport, including use of sociograms.</p>   |
| <p><b>C</b> Explore psychological skills training programmes designed to improve performance</p>             | <p><b>C1</b> Psychological skills<br/> <b>C2</b> Designing a psychological skills training programme</p>   | <p>A psychological skills training programme that describes different psychological training techniques.</p>  |

## Content

### Learning aim A: Understand how personality, motivation and competitive pressure can affect sport performance

#### A1 Personality factors and assessment of personality

- Personality traits (traits are relatively consistent ways of behaving and consistent across a range of situations).
- Situational or social learning theory (the belief that behaviour is determined mainly by our environment and is learnt through modelling and social reinforcement).
- Interactional theory (the belief that situational and personal traits are equal determinants of behaviour).
- Assessment of personality (Eysenck's personality inventory, Cattell's 16 personality factor model – type A/type B personality) and the limitations of personality testing. This will include the reliability and validity of personality testing methods.

#### A2 Motivational factors

- Types of motivation (intrinsic and extrinsic motivational factors).
- Achievement motivation (setting realistic but challenging goals), e.g. mastering specific skills versus comparing ability and performance against others.
- The effect of the environment on motivation, e.g. facilities, equipment.
- The influence of coach, teacher or instructor on motivation: task and mastery directed behaviour.
- Mastery climate – positive reinforcement for working hard, showing improvement, helping others and valuing each person's contribution; use of TARGET (task, authority, reward, grouping, evaluation and timing) to produce a mastery climate.
- Competitive climate: athletes believe poor performance and mistakes will be punished, athletes with highest ability will receive most attention and competition between team members is encouraged.
- Attribution theory – how knowledge of attribution theory can be used by a coach in the motivation process.

#### A3 Arousal – performance relationship theories under competitive pressure

- Drive theory (as an individual's arousal level rises so does their performance).
- Inverted U hypothesis (at low arousal levels, performance will be below par but as arousal level increases, performance improves up to a point of optimal arousal, after this point performance standard starts to decrease steadily).
- Catastrophe theory (development of the inverted U hypothesis that shows that once optimal point of arousal has been reached then performance will rapidly decline at a point of catastrophe).
- Individual zones of optimal functioning (the belief that athletes have optimal zones of functioning dependant on their personality and the sports activity).

#### A4 Stress, anxiety and sports performance under competitive pressure

Definitions to consider the following:

- stress (the non-specific response of the body to any demand made on it)
- anxiety (the negative form of stress which can lead to an increase in arousal and a potential decrease in performance levels)
  - types of stress – eustress and distress
  - types of anxiety – state and trait, cognitive, somatic and behavioural
  - the stress process (four stages – environmental demands, perception of demand, stress response, behavioural consequences)

- increases in cortisol and adrenalin levels to mobilise the body for 'fight or flight' response, cognitive (inability to concentrate, feelings of worry), somatic (pulse rate and blood pressure increase, muscle tension), behavioural (rushing, talking quickly, fidgeting)
- consequences of stress and anxiety, e.g. negative mental state, loss of self-confidence
- multi-dimensional anxiety theory (cognitive and somatic anxiety can affect individual performance in different ways, cognitive anxiety has a negative effect whereas somatic anxiety will have a positive effect up to a certain point)
- reversal theory (the individual interpretation of anxiety can influence performance, e.g. if anxiety is seen as pleasant excitement rather than unpleasant worry).

#### **A5 Self-confidence and sports performance under competitive pressure**

- Benefits of self-confidence (arousing positive emotions, facilitating concentration, increasing effort, influencing game strategy).
- Optimal self-confidence (effect on performance caused by lack of confidence, problems caused by overconfidence, link with inverted U hypothesis).
- How expectations influence performance (expectations of self, expectations of coach).
- Bandura's self-efficacy theory (performance accomplishments, vicarious experiences, verbal persuasion, emotional arousal, efficacy expectations, athletic performance).
- Application of model to sports performance.

### **Learning aim B: Examine the impact of group dynamics in team sports and its effect on performance**

#### **B1 Group processes**

- The four stages of group development:
  - forming, storming, norming and performing.
- Steiner's model of group productivity.
- The Ringelmann effect and social loafing.

#### **B2 Cohesion in effective group performance**

- Task and social cohesion and how these are needed to create an effective team climate.
- Factors affecting cohesion:
  - environmental factors
  - member characteristics
  - leadership styles
  - team elements (Carron's antecedents).
- Relationship between cohesion and performance.
- Strategies to develop an effective group and cohesion.

#### **B3 Leadership in creating effective groups**

- Theories of leadership – trait approach, behavioural approach, interactional approach, multi-dimensional model.
- The difference between prescribed and emergent leaders and how this might affect a sports group.
- Leadership styles – autocratic, democratic.

#### **B4 Impact of processes, cohesion and leadership on a team and performance**

- Positive impact: improved performance, clear assigned roles, common goal, clear communication.
- Negative impact: social loafing, misunderstanding, unclear communication, selfishness and greediness.



### **B5 Measurement of the impact of processes, cohesion and leadership on a team and performance using sociograms**

- A sociogram can be used to monitor interactions, choices or preferences of individuals in a group.
- The use of a sociogram to identify relationships in a team and to identify effectiveness of group processes, group cohesion, and leadership potential.
- Construction of sociogram could include:
  - interactions with team
  - social relations
  - channels of influence, lines of communication.

### **Learning aim C: Explore psychological skills training programmes designed to improve performance**

#### **C1 Psychological skills**

- Self-talk in sports and exercise:
  - types of self-talk – positive, negative
  - uses of self-talk – self-confidence, arousal control, pre-performance routines.
- Influencing motivation through goal setting:
  - timescale for goals: short-, medium-, long-term
  - types of goals: outcome and process, mastery and competitive, task
  - principles of goal setting: SMART – specific, measurable, achievable, realistic, time-constrained.
- Arousal control techniques:
  - relaxation techniques, e.g. progressive muscular relaxation, mind-to-muscle techniques, breathing control, autogenic training, hypnosis
  - energising techniques, e.g. increasing breathing rate, pep talks, listening to music, use of energising imagery, positive statements.
- Imagery:
  - definition of imagery – creating or recreating images in your mind rather than physically practicing a sports skill or technique
  - types of imagery – visual, auditory, kinaesthetic
  - uses of imagery – relaxation techniques, influencing self-confidence, imagining goals, mental rehearsal, pre-performance routines.

#### **C2 Designing a psychological skills training programme**

- Identification of appropriate individual.
- Identification of techniques to develop psychological skills:
  - goal setting, arousal control techniques, imagery, self-talk.
- Assessment of psychological skills:
  - strengths and weaknesses, psychological demands of sports, use of questionnaires and interviews.
- Benefits of a psychological skills programme:
  - performance enhancement, increased enjoyment, enhanced self-satisfaction.
- Devising a training programme:
  - individual situation
  - aims and objectives
  - action plan to address aims and objectives
  - weekly and daily content of programme
  - methods of evaluating effectiveness of programme
  - measurements of key milestones
  - timeframe – short, medium, long.

## Assessment criteria

| Pass   | Merit   | Distinction   |
|--|---|---|
| <b>Learning aim A: Understand how personality, motivation and competitive pressure can affect sport performance</b>  |   |   |
| <p><b>A.P1</b> Describe how personality and motivational factors may impact on sports performance.</p> <p><b>A.P2</b> Describe how differing levels of arousal, anxiety and self-confidence can affect sports performance.</p> | <p><b>A.M1</b> Explain how personality and motivational factors may impact on sports performance.</p> <p><b>A.M2</b> Explain how control of arousal, anxiety and stress and self-confidence can impact on sports performance.</p> | <p><b>A.D1</b> Analyse the relationship between motivational factors, anxiety and stress and self-confidence and their impact on sports performance.</p>                            |
| <b>Learning aim B: Examine the impact of group dynamics in team sports and its effect on performance</b>   |   |   |
| <p><b>B.P3</b> Describe how group cohesion and leadership contribute to the development of a successful sports team.</p> <p><b>B.P4</b> Produce sociograms showing relationships between members of a sports group.</p>        | <p><b>B.M3</b> Explain sociogram results and how they can be used to improve group cohesion and leadership potential in sport.</p>  | <p><b>B.D2</b> Analyse how group cohesion and leadership can contribute to the success of a sports team.</p>  |
| <b>Learning aim C: Explore psychological skills training programmes designed to improve performance</b>  |   |   |
| <p><b>C.P5</b> Describe different psychological skills that could be used to improve performance.</p> <p><b>C.P6</b> Design a psychological skills training programme to improve performance.</p>                              | <p><b>C.M4</b> Explain the design of your psychological skills training programme, making comparisons between your design and others.</p>   | <p><b>C.D3</b> Evaluate the design of your psychological skills training programme, suggesting and justifying alternative techniques that could be used to improve performance.</p> |

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.M2, A.D1)

Learning aim: B (B.P3, B.P4, B.M3, B.D2)

Learning aim: C (C.P5, C.P6, C.M4, C.D3)

## Further information for teachers and assessors

### Resource requirements

There are no specific additional requirements for this unit.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard,** learners will understand how the use of motivational factors, the control of arousal, anxiety and stress and self-confidence levels all contribute to successful sport performance. They will understand that each one can be affected by, and can have an influence on, the others. Learners will include relevant examples from high-level sport, for example a specific quote from a player or coach about what they said before or during performance in order to motivate a team or individual. The effect of this will be examined in terms of what this did to the team or individual's level of anxiety, confidence etc. Learners will include reference to existing research in these areas.

**For merit standard,** learners will explain how different individuals and teams use motivational factors to improve and impact on sports performance, and how the control of stress, anxiety and arousal, as well as self-confidence levels, can combine to impact on performance in sport. Learners will show that they understand key theories and how they relate to sports in underpinning successful performance. Reference to competitive and non-competitive situations can be used as evidence to support opinions, views or arguments.

**For pass standard,** learners will give a description of motivational factors that could be used when working with either a team or an individual. Learners can describe the concepts of anxiety and stress, the importance of self-confidence and personality theories in relation to a performer.

#### Learning aim B

**For distinction standard,** learners will understand how the concepts of group formation, cohesion and leadership all relate to each other when looking at the performance of successful teams. Learners will include examples from a high-level sport to support their argument, for example how a leader such as a coach, manager or captain gets a team to become more cohesive, thus improving performance. Learners will consider at what stage of group formation a leader might emerge. Learners will also include examples of existing research in these areas.

**For merit standard,** learners will understand how sociogram results can be used as a practical tool to support and improve future group cohesion and potential leadership. Learners will understand key theories and how they relate to sports in underpinning successful performance. Reference to competitive and non-competitive situations can be used as evidence to support opinions, views or arguments.

**For pass standard,** learners will describe the impact of group dynamics in sport performance. Learners can describe Tuckman's four stages of group formation, task and social cohesion and theories of leadership (trait approach, behavioural approach, interactional approach, multi-dimensional model). Learners can describe how these factors interact together in the development of a successful team. Learners must produce sociograms that show cohesion in a game among participants and will identify potential leaders in a group. A questionnaire can be used to collect data to construct a sociogram to identify potential leaders.

## Learning aim C

**For distinction standard,** learners will draw on varied information to consider the strengths and weaknesses of the design of the psychological skills training programme to show that they understand how these skills can be used to improve performance via a programme. Learners can use examples from high-level sport to illustrate this, for example how an individual has used imagery to help their performance. Learners could suggest alternative and appropriate techniques that could change the design of the programme in different situations. Examples of existing research and psychological skills training programmes in the area can be used as evidence to support conclusions.

**For merit standard,** learners will look in detail at the design of their planned psychological skills programme. They could consider their methodology and indicate how this may contribute to the results. Learners should look at other techniques, and discuss and compare whether these could be used in the programme to enhance the performance of the skill they were looking at.

**For pass standard,** learners will design a psychological skills training programme to improve performance. Learners could ask the subject or team to perform a suitable closed skill and then design the programme based around improvement of this. This could be a penalty shot, hockey penalty flick etc. Results of the performance of the skill must be recorded before and after the programme. The design must identify an appropriate subject, appropriate skills to improve and identification of appropriate technique to use with this subject.

## Links to other units

This unit links to:

- Unit 4: Sports Leadership
- Unit 8: Coaching for Performance
- Unit 14: Exercise and Circuit-based Physical Activity.

## Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.



# Unit 7: Practical Sports Performance

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners study the skills, techniques, tactics and rules of selected sports through active participation in individual/team sports.

## Unit introduction

Sports participation remains a key focus for the government, and sports governing bodies. Active lifestyles are part of a political agenda more than ever to improve the health of a nation, and to continue the success of many major sporting events which have been born through the National Lottery and UK Sport. For an individual to enjoy and fulfil their potential in any sport, it is important that they understand the rules/regulations, ethics of the sport and are able to prepare and participate in the sport. Clearly understanding the rules/laws, technical requirements, and reflection processes will help maximise performance no matter what level the individual performs at.

This unit gives you the opportunity to improve your own knowledge and practical ability in a selection of individual and team sports. You will develop your own practical performance in selected sports, focusing on the application of skills, techniques and tactics and reflecting on your performance. This will be achieved through participation in practical activities, followed by a reflection on your performance. You will have the opportunity to practise and refine your individual skills and techniques, investigating and experiencing different areas of tactics and techniques. The rules and regulations of the selected sports are also investigated, since an awareness of the rules can often lead to an improvement in performance. To complete the assessment tasks within this unit you will need to draw on your learning from across your programme of study.

This unit develops skills which help learners improve practical performance no matter what level of ability and can lead to a number of career pathways. Gaining all-round knowledge of practical sports performance will also help progression to roles as a sports leader, coach, sports instructor or physical education teacher through further study.

## Learning aims

In this unit you will:

- A** Examine National Governing Body rules/laws and regulations for selected sports competitions
- B** Examine the skills, techniques and tactics required to perform in selected sports
- C** Develop skills, techniques and tactics for sporting activity in order to meet sport aims
- D** Reflect on own practical performance using selected assessment methods.

## Summary of unit

| Learning aim   | Key content areas   | Recommended assessment approach   |
|--|---|---|
| <b>A</b> Examine National Governing Body rules/laws and regulations for selected sports competitions | <b>A1</b> NGB rules/laws in selected sports<br><b>A2</b> Roles and responsibilities of officials  | A video analysis through a written report or presentation discussing the rules/laws and regulations applied in selected sports and the skills required to perform in sports.                          |
| <b>B</b> Examine the skills, techniques and tactics required to perform in selected sports           | <b>B1</b> Technical demands required to perform in a sport<br><b>B2</b> Tactical demands applied in sports performance  | A breakdown of specific techniques used in the selected sports and how they can be applied in the selected sports.  |
| <b>C</b> Develop skills, techniques and tactics for sporting activity in order to meet sport aims    | <b>C1</b> Safe and appropriate practical performance demonstration and participation  | A practical demonstration of the skills, techniques and tactics in the selected sports through isolated/conditioned practices and competitive situations.   |
| <b>D</b> Reflect on own practical performance using selected assessment methods                      | <b>D1</b> Assessment methods to review the performance of the skills, techniques and tactics in the selected sports<br><b>D2</b> Review performance in the selected sports<br><b>D3</b> Developments to improve performance | A written report/essay, reflecting on strengths and areas for improvement using video analysis and other appropriate assessment methods to explain and justify the activities to improve performance. |



## Content

### Learning aim A: Examine National Governing Body rules/laws and regulations for selected sports competitions

#### A1 NGB rules/laws in selected sports

This should be studied using a combination of both individual and team sports. The sports selected must have a National Governing Body (NGB) recognised by UK Sport or the International Olympic Committee (IOC).

- Rules/laws as regulated by the national or international governing body for the individual or team sports, e.g. BWF (Badminton World Federation) rules of badminton, FIFA (Fédération Internationale de Football Association) laws of football, IRB (International Rugby Board) laws of rugby, ITF (International Tennis Federation) rules of tennis, IJF (International Judo Federation) rules of judo, R&A (Royal & Ancient) laws of golf, UCI (Union Cycliste Internationale) rules of cycling.
- Competition rules/laws and regulations: individual sports at the Olympic Games, tournaments (e.g. World Cup football, cricket), World Championships (e.g. athletics, gymnastics), leagues, knockout competitions.
- Unwritten rules and/or etiquette specific to sport, including welfare of competitors, behaviour, sportsmanship/ethics.
- Situations where rules/laws have been applied both legally and illegally, to include gaining a fair and unfair advantage, to win in a competitive environment.
- Regulations for sports under competition rules to include the regulations for players, participants, equipment, playing surface/area, health and safety, facilities, scoring system, spectators.

#### A2 Roles and responsibilities of officials

- Key officials and their roles in a sports competition, e.g. umpires, referees, tournament directors, judges, timekeepers, starters, third umpires, fourth umpires, referee assistants.
- Responsibilities of the officials to include interpretation and application of the rules/laws, control of competitors, health and safety (equipment, facilities, competitors), fair play, use of technology (e.g. Hawk-Eye for cricket, leg before wicket law, line calls in tennis, goal-line technology in football), effective communication/non-verbal communication (voice, whistle, signals), fitness requirements, qualifications.

### Learning aim B: Examine the skills, techniques and tactics required to perform in selected sports

#### B1 Technical demands required to perform in a sport

- These are the skills required in specific sports, and the applied technique of the skill for effective participation.
- Skills, to include continuous skills (e.g. running), serial skills (e.g. pole vault), discrete skills (e.g. golf swing) attacking skills, defensive skills. Examples of skills: take-off in the high jump, landing in the long jump, throwing execution in the shot put, attacking shots in racket sports, defensive shots in racket sports, a golf swing, body position in a rugby tackle, footwork in basketball, rotation in gymnastics.
- Breakdown of how the techniques of the skill are applied for effective participation to include continuous, serial, discrete, attack, defence.

#### B2 Tactical demands applied in sports performance

Tactics should be relevant to specific sports.

- Defending and attacking, e.g. formations, shot selections, movement, body position, phases of play, use of space.
- Decision making.
- Communication.
- Environmental conditions.

## **Learning aim C: Develop skills, techniques and tactics for sporting activity in order to meet sport aims**

### **C1 Safe and appropriate practical performance demonstration and participation**

This should include the demonstration of skills, techniques and tactics of the selected sports in a controlled environment.

- Demonstrations to take place: isolated practices/conditioned practices and competitive situations.
- Isolated practices: skills and techniques demonstrated independently without any pressure or external forces, completed successfully and without fault.
- Conditioned practices, e.g. small-sided games, a limited number of touches, a set number of defenders or attackers.
- Competitive situations, e.g. full-sided games, under NGB rules/laws with match officials and appropriate opposition.
- Application of rules and regulations to show effective use of skills and techniques and the correct application of each component, e.g. football penalty – head position, body position, placement of non-kicking foot, placement of kicking foot, connection with the ball.
- Effective use of skills, techniques and tactics: the use of skills and techniques in conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.

## **Learning aim D: Reflect on own practical performance using selected assessment methods**

### **D1 Assessment methods to review the performance of the skills, techniques and tactics in the selected sports**

- SWOT (strengths, weaknesses, opportunities, threats) analysis, performance profiling.
- Use of technology (e.g. Dartfish®, video recordings).
- Testing.
- Interviews.
- Subjective.
- Observations.
- Objective performance data.

### **D2 Review performance in the selected sports**

Using the selected assessment methods, review the performance:

- strengths and areas for improvement: skills and techniques, tactics, application of rules, effectiveness of decision making.

### **D3 Developments to improve performance**

Following the review, how would you improve the performance?

- Activities to improve performance: aims and objectives, short- and long-term goals, SMART (specific, measurable, achievable, realistic, timebound), opportunities, e.g. training programmes, attending courses, qualifications, where to seek help and advice.

## Assessment criteria

| Pass   | Merit   | Distinction  |
|--|---|--|
| <b>Learning aim A: Examine National Governing Body rules/laws and regulations for selected sports competitions</b>   |   | <b>AB.D1</b> Evaluate how participants use skills, techniques and tactics required in individual and team sports and their compliance of rules/laws and regulations impacts on individual/team performance.  |
| <b>A.P1</b> Summarise how participants comply with the rules/laws and regulations in individual and team sports.   | <b>A.M1</b> Assess how participants comply with the rules/laws and regulations and the impact on individual and team sport.   |  |
| <b>Learning aim B: Examine the skills, techniques and tactics required to perform in selected sports</b>   |   | <b>C.D2</b> Demonstrate in a competitive situation the effective adaptation of the relevant skills, techniques and tactics from isolated and conditioned practices and full and accurate compliance of the rules and regulations for an individual and a team sport. |
| <b>B.P2</b> Discuss the skills, techniques and tactics required in two different sports.   | <b>B.M2</b> Assess the skills, techniques and tactics required in two different sports.   |  |
| <b>Learning aim C: Develop skills, techniques and tactics for sporting activity in order to meet sport aims</b>  |   | <b>D.D3</b> Justify recommendations for personal performance improvement using wider understanding of compliance of rules and regulations and use of skills and techniques in an individual and a team competitive sport.  |
| <b>C.P3</b> Demonstrate in a competitive situation or conditioned practice the appropriate combination of skills, techniques and tactics from isolated practices for an individual and a team sport.   | <b>C.M3</b> Demonstrate in a competitive situation the effective combination of skills, techniques and tactics from isolated and conditioned practices for an individual and a team sport.    |  |
| <b>Learning aim D: Reflect on own practical performance using selected assessment methods</b>  |   |  |
| <b>D.P4</b> Discuss the selected assessment methods used to review a practical sports performance.<br><b>D.P5</b> Discuss own performance using different assessment methods and feedback from others in an individual and a team competitive sport. | <b>D.M4</b> Analyse own performance to reflect strengths and areas for improvement in an individual and a team competitive sport using feedback from others and different assessment methods. |  |

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, B.P2, A.M1, B.M2, AB.D1)

Learning aim: C (C.P3, C.M3, C.D2)

Learning aim: D (D.P4, D.P5, D.M4, D.D3)

## Further information for teachers and assessors

### Resource requirements

There are no specific additional requirements for this unit.

### Essential information for assessment decisions

#### Learning aims A and B

Learners will be given video scenarios to judge. Learners will show an understanding of the rules/laws and regulations relevant to different sports and its impact on individual performance. Learners will give evidence that shows understanding of the different skills, techniques and tactics used in different sports.

**For distinction standard,** learners will use relevant examples to support the discussions and judgements made for their evaluation. Learners will analyse decisions made by officials and give valid judgements on their own views as to the impacts decisions have on the game. They will discuss the impacts the participants have on rule/law interpretation and how this affects the change in playing dynamics. Learners will give evidence to justify and validate their views.

Learners will evaluate specific skills and techniques and discuss when these are best applied in a competitive environment. They will discuss the strengths, weaknesses and difficulties in applying the specific skills and techniques and how this changes from isolated practices to competitive situations. Tactics can be evaluated by showing different tactics in a competitive situation and learners will discuss the strengths, weaknesses, advantages and disadvantages when implementing the tactics. They will draw conclusions from their findings to complete the evaluation.

**For merit standard,** learners will demonstrate an understanding, and be able to interpret the rules/laws and regulations and can use official observations to support their assessment. They will accurately explain how the rules and regulations were applied and give valid reasoning as to how and why these impacted on individual/team performance.

Learners will consider good and bad examples of the skill and technique being applied, give valid judgements and a strong and thorough explanation. They will use real examples when explaining the tactical demands. Where there is more than one tactic used in the sport, learners will use two different opponents/competitors to demonstrate this. They will show the importance of the tactical demands and relate it to their examples.

**For pass standard,** learners will demonstrate an understanding of the rules/laws and regulations in the selected sports by accurately summarising how they were implemented in the practical performance. They will use the correct rule/law vocabulary and the selection should be appropriate to the identified situations.

Learners will identify and discuss the different skill categories and the skills used in the two sports in these categories. The discussion will be limited to isolated or conditioned practices. Learners will discuss the tactical demands applied in the sport and apply them to appropriate situations. They will use diagrams, pictures and bullet points to support their conclusion on the importance of the tactical demands.

#### Learning aim C

Learners will carry out a practical demonstration of the skills, techniques and tactics in the two selected sports.

**For distinction standard,** learners will demonstrate accurate technical competence as well as appropriate compliance of rules and regulations throughout the competitive situation. They will select, apply and adapt the appropriate skill at the correct times and demonstrate the use of effective tactics. Evidence through identified assessment methods should highlight positive offensive and defensive actions.

**For merit standard,** learners will take part in competitive situations that shows their experiences gained from conditioned practices with elements of pressure. They will demonstrate accurate technical competence and compliance of the rules and regulations throughout, selecting and applying the appropriate core skills at the correct times and demonstrating the use of effective tactics. Evidence through identified assessment methods should highlight relevant tactical actions.

**For pass standard,** learners will take part in competitive situations that shows their experiences gained from an isolated practice demonstrating independently the core skills and techniques of the sport, without any pressure applied through opponents or in a competitive scenario. They will show limited compliance of the rules and regulations in the sports.

### Learning aim D

Learners will review their performance through a written report selecting appropriate assessment methods before completing a self-reflection of their practical performance.

**For distinction standard,** learners will make judgements on their own performance and justify any personal improvements.

**For merit standard,** learners will discuss specific situations from the practical performance, stating how and why specific skills were good or bad, how specific tactics were applied, good and bad decisions made, and how the rules were applied. From the areas of improvement identified, learners will form a plan to improve these points.

Learners will analyse the strengths identified and give reasons as to why these were strengths. They will use the same format for analysing areas for improvement, justifying suggestions to improve performance by giving evidence of the suggestions made working in practice. This could be in an amateur or professional setting. Opinions should be supported with evidence.

**For pass standard,** learners will take part in competitive situations and use different assessment methods to review a practical sports performance and select two appropriate for their own assessment. The review will include video analysis in addition to the two other selected methods to assess their own performance for their selected sports. Learners must identify their strengths and areas for improvement. Learners will give a reason as to why the identified point is a strength or a weakness.

### Links to other units

The assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 1: Anatomy and Physiology.

### Employer involvement

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

## 4 Planning your programme

### How do I choose the right BTEC National qualification for my learners?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme, and that they take the right pathways or optional units that allow them to progress to the next stage.

If a learner is clear that they want to progress to the workplace they should be directed towards an occupationally-specific qualification, such as a BTEC National Diploma, from the outset.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC National Certificate or Extended Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC National Diploma or Extended Diploma, for example for their second year.

Some learners are sure of the sector they want to work in and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC National Extended Diploma as the most suitable qualification.

As a centre, you may want to teach learners who are taking different qualifications together. You may also wish to transfer learners between programmes to meet changes in their progression needs. You should check the qualification structures and unit combinations carefully as there is no exact match among the different sizes. You may find that learners need to complete more than the minimum number of units when transferring.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### Is there a learner entry requirement?

As a centre it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- five GCSEs at good grades and/or
- BTEC qualification(s) at Level 2
- achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that is needed. Further information is given in *Section 8*.

### What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector.

### What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver BTEC Nationals. For some units, specific resources are required. This is indicated in the units.

### **How can myBTEC help with planning for these qualifications?**

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, such as choosing a valid combination of units, creating assignment briefs and creating assessment plans. For further information see *Section 10*.

### **Which modes of delivery can be used for these qualifications?**

You are free to deliver BTEC Nationals using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

### **What are the recommendations for employer involvement?**

BTEC Nationals are vocational qualifications and, as an approved centre, you are encouraged to work with employers on the design, delivery and assessment of the course to ensure that learners have a programme of study that is engaging and relevant and that equips them for progression. There are suggestions in many of the units about how employers could become involved in delivery and/or assessment but these are not intended to be exhaustive and there will be other possibilities at local level.

### **What support is available?**

We provide a wealth of support materials, including curriculum plans, delivery guides, authorised assignment briefs, additional papers for external assessments and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10*.

### **How will my learners become more employable through these qualifications?**

All BTEC Nationals are mapped to relevant occupational standards (see *Appendix 1*).

Employability skills, such as team working and entrepreneurialism, and practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.



# 5 Assessment structure and external assessment

## Introduction

BTEC Nationals are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *external assessments* which are set and marked by Pearson:

- mandatory units have a combination of internal and external assessments
- all optional units are internally assessed.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from employers and higher education.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. Some units are defined as synoptic units (see *Section 2*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which they will be expected to apply learning from a range of units. Synoptic units may be internally or externally assessed. Where a unit is externally assessed you should refer to the sample assessment materials (SAMs) to identify where there is an expectation that learners draw on their wider learning. For internally-assessed units, you must plan the assignments so that learners can demonstrate learning from across their programme. A unit may be synoptic in one qualification and not another because of the relationship it has to the rest of the qualification.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 7*.

## Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3*, and the requirements for delivering assessment given in *Section 6*.

## External assessment

A summary of the external assessment for this qualification is given in *Section 2*. You should check this information carefully, together with the unit specification and the sample assessment materials, so that you can timetable learning and assessment periods appropriately.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment you will want to take account of required learning time, the relationship with other external assessments and opportunities for retaking. You should ensure that learners are not entered for unreasonable amounts of external assessment in one session. Learners may resit an external assessment to obtain a higher grade of near pass or above. If a learner has more than one attempt, then the best result will be used for qualification grading, up to the permitted maximum. It is unlikely that learners will need to or benefit from taking all assessments twice so you are advised to plan appropriately. Some assessments are synoptic and learners are likely to perform best if these assessments are taken towards the end of the programme.

## Key features of external assessment in sport

In sport, after consultation with stakeholders, we have developed the following.

- *Unit 1: Anatomy and Physiology*, will contain short- and long-answer questions that will assess learners' understanding of anatomy and physiology and how the different systems of the body can affect sports performance.
- *Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing*, learners will interpret lifestyle factors and health screening data to create and justify a fitness training programme based on these interpretations. The task will require learners to develop and justify a training programme that meets the needs of a specific client.

## Units

The externally-assessed units have a specific format which we explain in *Section 3*. The content of units will be sampled across external assessments over time through appropriate papers and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors. External assessments are marked and awarded using the grade descriptors. The grades available are Distinction (D), Merit (M), Pass (P) and Near Pass (N). The Near Pass (N) grade gives learners credit below a Pass, where they have demonstrated evidence of positive performance which is worth more than an unclassified result but not yet at the Pass standard.

## Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment. In the case of units containing synoptic assessment, the SAMs will also show where learners are expected to select and apply from across the programme.

The SAMs show the range of possible question types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the questions asked will change in each assessment.

A copy of each of these assessments can be downloaded from our website. An additional sample of each of the Pearson-set units will be available before the first sitting of the assessment to allow your learners further opportunities for practice.

## 6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of the assessment team need to refer to this document.

For BTEC Nationals it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

### Principles of internal assessment

#### Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

#### Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Nationals are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

### **The assessment team**

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

### **Effective organisation**

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

### **Learner preparation**

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

## Setting effective assignments

### Setting the number and structure of assignments

In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For some units we provide authorised assignment briefs, for all the units we give you suggestions on how to create suitable assignments. You can find these materials along with this specification on our website. In designing your own assignment briefs you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

### Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should have:

- a vocational scenario, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

## Forms of evidence

BTEC Nationals have always allowed for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to provide learners with the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work.

For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

## Making valid assessment decisions

### Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7*.

### Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in *Appendix 2*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding performance across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example DE.D3). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

### Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted using the relevant assessment criteria.

## Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

## Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

## Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).



## Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Lead IV must have an assessment plan, produced as a spreadsheet or using myBTEC. When producing a plan, the assessment team may wish to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

# 7 Administrative arrangements

## Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

## Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

## Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

## Administrative arrangements for internal assessment

### Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *Information Manual*. We may ask to audit your records so they must be retained as specified.

### Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed units*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

## Administrative arrangements for external assessment

### Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website.

### Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

### Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

### Special consideration requests

Special consideration is an adjustment made to a student's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

## Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. External assessments for BTEC qualifications include examinations, set tasks and performance.

Each external assessment has a defined degree of control under which it must take place. Some external assessments may have more than one part and each part may have a different degree of control. We define degrees of control as follows.

### High control

This is the completion of assessment in formal invigilated examination conditions.

### Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

### Low control

These are activities completed without direct supervision. They may include research, preparation of materials and practice. The materials produced by learners under low control will not be directly assessed.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

The procedures we ask you to adopt vary between units that are internally-assessed and those that are externally assessed.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* ([www.jcq.org.uk](http://www.jcq.org.uk)).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

## Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members of staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

### Results issue

After the external assessment session, learner results will be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

### Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

### Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You may decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

## Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments (ICEA)*: this explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.



## 8 Quality assurance

### Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

### Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 3 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 9 Understanding the qualification grade

### Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with regulatory requirements.

### Eligibility for an award

In order to be awarded a qualification, a learner must complete all units, achieve a Near Pass (N) or above in all external units and a pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2*.

To achieve any qualification grade, learners must:

- complete and **have an outcome** (D, M, P, N or U) for all units within a valid combination
- achieve the **required units at Pass or above** shown in *Section 2*, and for the Extended Diploma achieve a minimum 900 GLH at Pass or above (or N or above in external units)
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade (N or P) in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

### Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units, the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

| Qualification   | Available grade range |
|---|-----------------------|
| Certificate, Extended Certificate, Foundation Diploma | P to D*               |
| Diploma   | PP to D*D*            |
| Extended Diploma                                      | PPP to D*D*D*         |

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. The *Information Manual* gives full information.

### Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

|                    | Unit size |        |
|--------------------|-----------|--------|
|                    | 60 GLH    | 90 GLH |
| <b>U</b>           | 0         | 0      |
| <b>Pass</b>        | 6         | 9      |
| <b>Merit</b>       | 10        | 15     |
| <b>Distinction</b> | 16        | 24     |

### Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The table below shows the **minimum number of points** available for each grade in the external units.

|                    | Unit size |         |
|--------------------|-----------|---------|
|                    | 90 GLH    | 120 GLH |
| <b>U</b>           | 0         | 0       |
| <b>Near Pass</b>   | 6         | 8       |
| <b>Pass</b>        | 9         | 12      |
| <b>Merit</b>       | 15        | 20      |
| <b>Distinction</b> | 24        | 32      |

Pearson will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

### Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of qualification grade* table for the cohort.

## Calculation of qualification grade

Applicable for registration from December 2016.

| Certificate  |                  | Extended Certificate |                  | Foundation Diploma |                  | Diploma |                  | Extended Diploma |                  |
|--------------|------------------|----------------------|------------------|--------------------|------------------|---------|------------------|------------------|------------------|
| 180 GLH      |                  | 360 GLH              |                  | 540 GLH            |                  | 720 GLH |                  | 1080 GLH         |                  |
| Grade        | Points threshold | Grade                | Points threshold | Grade              | Points threshold | Grade   | Points threshold | Grade            | Points threshold |
| U            | 0                | U                    | 0                | U                  | 0                | U       | 0                | U                | 0                |
| Pass         | 18               | P                    | 36               | P                  | 54               | PP      | 72               | PPP              | 108              |
|              |                  |                      |                  |                    |                  | MP      | 88               | MPP              | 124              |
|              |                  |                      |                  |                    |                  |         |                  | MMP              | 140              |
| Merit        | 26               | M                    | 52               | M                  | 78               | MM      | 104              | MMM              | 156              |
|              |                  |                      |                  |                    |                  | DM      | 124              | DMM              | 176              |
|              |                  |                      |                  |                    |                  |         |                  | DDM              | 196              |
| Distinction  | 42               | D                    | 74               | D                  | 108              | DD      | 144              | DDD              | 216              |
|              |                  |                      |                  |                    |                  | D*D     | 162              | D*DD             | 234              |
|              |                  |                      |                  |                    |                  |         |                  | D*D*D            | 252              |
| Distinction* | 48               | D*                   | 90               | D*                 | 138              | D*D*    | 180              | D*D*D*           | 270              |

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

## Examples of grade calculations based on table applicable to registrations from September 2016

### Example 1: Achievement of an Extended Certificate with a P grade

|               | GLH        | Type (Int/Ext) | Grade        | Unit points |
|---------------|------------|----------------|--------------|-------------|
| Unit 1        | 120        | Ext            | Merit        | 20          |
| Unit 2        | 120        | Ext            | Near Pass    | 8           |
| Unit 3        | 60         | Int            | Distinction  | 16          |
| Unit 4        | 60         | Int            | Unclassified | 0           |
| <b>Totals</b> | <b>360</b> |                | <b>P</b>     | <b>44</b>   |

The learner has achieved a Near Pass or above in Units 1 and 2, and Pass or above in Unit 3.

The learner has sufficient points for a P grade

### Example 2: Achievement of an Extended Certificate with a D grade

|               | GLH        | Type (Int/Ext) | Grade       | Unit points |
|---------------|------------|----------------|-------------|-------------|
| Unit 1        | 120        | Ext            | Merit       | 20          |
| Unit 2        | 120        | Ext            | Distinction | 32          |
| Unit 3        | 60         | Int            | Distinction | 16          |
| Unit 4        | 60         | Int            | Distinction | 16          |
| <b>Totals</b> | <b>360</b> |                | <b>D</b>    | <b>84</b>   |

The learner has sufficient points for a D grade

### Example 3: An Unclassified Result for an Extended Certificate

|               | GLH        | Type (Int/Ext) | Grade        | Unit points |
|---------------|------------|----------------|--------------|-------------|
| Unit 1        | 120        | Ext            | Merit        | 20          |
| Unit 2        | 120        | Ext            | Unclassified | 0           |
| Unit 3        | 60         | Int            | Distinction  | 16          |
| Unit 4        | 60         | Int            | Distinction  | 16          |
| <b>Totals</b> | <b>360</b> |                | <b>U</b>     | <b>52</b>   |

The learner has a U in Unit 2.

The learner has sufficient points for an M grade but has not met the minimum requirements for a Near Pass in Units 1 and 2, and Pass for Unit 3.

# 10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website you will find a list of resources to support teaching and learning, and professional development.

## Support for setting up your course and preparing to teach

### Specification

This **specification** (for teaching from September 2016) includes details on the administration of qualifications and information on all the units for the qualification.

### Delivery Guide

This free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Nationals (for example employer involvement and employability skills). It also covers guidance on assessment (internal and external) and quality assurance. The guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Schemes of work

Free sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation.

### Curriculum models

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

### Study skills activities

A range of case studies and activities is provided; they are designed to help learners develop the study skills they need to successfully complete their BTEC course. The case studies and activities are provided in Word™ format for easy customisation.

### myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTECs in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of authorised assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website. We will add the new BTEC National specifications to myBTEC as soon as possible.

## Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC Nationals, including:

- textbooks in e-book and print formats
- revision guides and revision workbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

## Support for assessment

### Sample assessment materials for externally-assessed units

Sample assessments are available for the Pearson-set units. One copy of each of these assessments can be downloaded from the website/available in print. For each suite an additional sample for one of the Pearson-set units is also available, allowing your learners further opportunities for practice.

Further sample assessments will be made available through our website on an ongoing basis.

### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences and to link with your local employment profile.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or free on myBTEC.

### Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades are linked to the Authorised Assignment Briefs.

## Training and support from Pearson

### People to talk to

There are many people who are available to support you and provide advice and guidance on delivery of your BTEC Nationals. These include:

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC National qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

#### **'Getting Ready to Teach'**

These events are designed to get teachers ready for delivery of the BTEC Nationals. They include an overview of the qualifications' structures, planning and preparation for internal and external assessment, and quality assurance.

#### **Teaching and learning**

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.



## Appendix 1 Links to industry standards

BTEC Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content.

## Appendix 2 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

| Term             | Definition   |
|------------------|--|
| Analyse          | Learners present the outcome of methodical and detailed examination either: <ul style="list-style-type: none"> <li>• breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or</li> <li>• of information or data to interpret and study key trends and interrelationships.</li> </ul> Analysis can be through activity, practice, written or verbal presentation.  |
| Assess           | Learners present a careful consideration of varied factors or events that apply to a specific situation or, to identify those which are the most important or relevant and arrive at a conclusion.   |
| Compare          | Learners identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.   |
| Create/construct | Skills to make or do something, for example a display or set of accounts.  |
| Discuss          | Learners consider different aspects of: <ul style="list-style-type: none"> <li>• a theme or topic;</li> <li>• how they interrelate; and</li> <li>• the extent to which they are important.</li> </ul> A conclusion is not required.  |
| Demonstrate      | To show knowledge and understanding.   |
| Evaluate         | Learners' work draws on varied information, themes or concepts to consider aspects such as: <ul style="list-style-type: none"> <li>• strengths or weaknesses</li> <li>• advantages or disadvantages</li> <li>• alternative actions</li> <li>• relevance or significance.</li> </ul> Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.<br>Evidence will often be written but could be through presentation or activity. |
| Explore          | Skills and/or knowledge involving practical testing or trialling.  |
| Examine          | Knowledge with application where learners are expected to select and apply knowledge to less familiar contexts.  |
| Identify         | Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.  |

| <b>Term</b>                 | <b>Definition</b>  |
|-----------------------------|--|
| Interpret                   | Learners state the meaning, purpose or qualities of something through the use of images, words or other expressions.   |
| Investigate                 | Knowledge based on personal research and development.  |
| Justify                     | Learners give reasons or evidence to: <ul style="list-style-type: none"> <li>• support an opinion; or</li> <li>• prove something right or reasonable.</li> </ul> |
| Manage                      | Learners engage with and influence an activity or process.   |
| Report                      | Learners adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.   |
| Research                    | The learner proactively seeks information from primary and secondary sources.  |
| Review                      | Process for learning (knowledge or skills)   |
| Stage and manage            | Organisation and management skills, for example running an event or a business pitch.  |
| Undertake/carry out/develop | Skills. Often referring to given processes or techniques.  |

This is a key summary of the types of evidence used for BTEC Nationals.

| <b>Type of evidence</b>           | <b>Definition and purpose</b>   |
|-----------------------------------|---|
| Case study                        | A specific example to which all learners must select and apply knowledge.   |
| Project                           | A large-scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.                     |
| Independent research              | An analysis of substantive research organised by learners from secondary and, if applicable, primary sources.                                     |
| Written task or report            | Individual completion of a task in a work-related format, for example a report, marketing communication, set of instructions, giving information. |
| Simulated activity/role play      | A multi-faceted activity mimicking realistic work situations.   |
| Group task                        | Learners work together to show skills in defining and structuring activity as a group.  |
| Presentation                      | Oral or through demonstration.  |
| Production of plan/ business plan | Learners produce a plan as an outcome related to a given or limited task.   |
| Reflective journal                | Completion of a journal from work experience detailing skills acquired for employability.   |
| Poster/leaflet                    | Documents providing well-presented information for a given purpose.   |

# Pearson BTEC Level 3 Nationals in Sport

Certificate in Sport

**Extended Certificate in Sport**

Foundation Diploma in Sport

Diploma in Sport

Diploma in Fitness Services

Extended Diploma in Sport

For more information about Edexcel, BTEC or LCCI qualifications  
visit [qualifications.pearson.com](http://qualifications.pearson.com)

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