



Pearson  
BTEC



International  
Academy



Pearson BTEC  
International Level 3 in  
**Sport**



L3

# Specification

*First teaching from September 2020*

Issue 5



**Pearson BTEC International Level 3  
Qualifications in Sport**

**Pearson BTEC International Level 3  
Qualifications in Sport, Fitness  
Instructing and Personal Training**

**Pearson BTEC International Level 3  
Qualifications in Sports Coaching and  
Development**

**Pearson BTEC International Level 3  
Qualifications in Sport, Business and  
Management**

**Pearson BTEC International Level 3  
Qualifications in Sports Facilities  
Operations and Management**

## **Specification**

First teaching September 2020

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

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](https://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](https://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 25,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](https://qualifications.pearson.com)

## **About Liverpool FC**

### **Liverpool Football Club**

Founded in 1892, Liverpool FC is one of the world's most historic and famous football clubs, with repeated domestic and international success in prestigious competitions such as League Titles, Club World Cup, UEFA Champions League and Charity Shields.

As a socially responsible club, Liverpool FC is proud of its heritage and plays a proactive role in its communities through its official charity, Liverpool FC Foundation, which aims to create life changing opportunities for children and young people in Merseyside and beyond, and the Red Neighbours programme, which creates events and experiences specifically aimed at improving the lives of those living in and around the Anfield area.

Liverpool FC is a global brand and works with leading edge commercial partners around the world providing unparalleled commercial opportunities.

This specification is Issue 5. We will inform centres of any changes to this issue. The latest issue can be found on our website.

*References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

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# Welcome

With a track record built over 40 years of learner success, our BTEC International Level 3 qualifications are recognised internationally by governments, industry and higher education. BTEC International Level 3 qualifications allow learners to progress to the workplace – either directly or via study at a higher level. Over 100,000 BTEC learners apply to university every year. Their Level 3 BTECs, either on their own or in combination with A Levels, are accepted by UK and international universities, and higher-education institutes for entry to relevant degree programmes.

## Career-ready education

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

When creating the BTEC International Level 3 qualifications in this suite, we worked with many employers, higher-education providers, colleges and schools to ensure that we met their needs. Employers are looking for recruits who have a thorough grounding in the latest industry requirements and work-ready skills, for example teamwork. Learners who progress to higher education need experience of research, extended writing and meeting deadlines. BTEC qualifications provide the breadth and depth of learning to give learners this experience.

BTEC addresses these needs by offering:

- a range of BTEC qualification sizes, each with a clear purpose, so that there is something to suit each learner's choice of study programme and progression plans
- internationally relevant content, which is closely aligned with employer and higher-education needs
- assessments and projects chosen to help learners progress; this means that some assessments and projects are set by you to meet local needs, while others are set by Pearson, ensuring a core of skills and understanding common to all learners.

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

## Collaborative development

These qualifications have been developed as a collaboration between Pearson and Liverpool Football Club. In partnership we have been able to draw on the expertise and resources of both organisations to develop this suite of qualifications. This specification is intended for all those with an interest in sport and an interest in the multiple vocational career opportunities that are available in sport. Learners with an interest in health and fitness, coaching, sports business and facilities management across all sports will benefit from these materials.

Liverpool Football Club is one of the world's most successful sports clubs and runs senior teams for men and women, with supporting academies. The sporting and commercial success of Liverpool Football Club has led to huge international growth of the fan base. At its core Liverpool Football Club holds to a philosophy of values called The Liverpool Way, which is central to everything the club does. There are benefits for all in understanding The Liverpool Way, be you a footballer or practitioner of any other sporting activity. A fundamental principle for both Pearson and Liverpool Football Club is the centrality of ethical principles to sporting practice in terms of diversity, inclusivity and respect.

Therefore, the specification sees a more central role for units in ethical principles. The specification also includes some Liverpool-specific units for those who want to benefit from a closer understanding of the club, both in terms of its history and its sporting methodology. We have collaborated with Liverpool Football Club across the whole specification, with LFC lending their expertise across the full range of units. Both Pearson and Liverpool Football Club are thrilled to bring this qualification and these resources to you.

### Resources

- Sample Pearson Set Assignments or Authorised Assignment Briefs for all units.
- Delivery guides for all units. These guides give a basic introduction to a unit with ideas for how the unit could be delivered.
- Schemes of work for key units with a detailed outline of how the delivery time can be managed to best effect.
- Delivery plans for qualification sizes to help structure the course.
- Teacher support packs for key units including slides and activity resources that draw on Liverpool materials.
- Face-to-face and online teacher training.

To come in 2021,

- Digital resources to come including learner provision for key units shared across Pearson's Sport portfolio.

## Summary of Pearson BTEC International Level 3 Qualifications in Sport specification Issue 5 changes

<b>Summary of changes made between the previous issue and this current issue</b>	<b>Page number</b>
GLH for <i>Unit 6: Exercise and Fitness Skills Development</i> has changed from 180 GLH to 120 GLH	Pages 10, 35, 36, 37 and 113
GLH for <i>Unit 8: Anatomy and Physiology for Exercise and Physical Activity</i> has changed from 60 GLH to 120 GLH.	Pages 10, 35, 36, 37 and 167
<i>Unit 22: Liverpool Football Club as a Business</i> – unit revised to make content and assessment accessible to centres and learners.	Pages 345-355

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](http://qualifications.pearson.com/en/support/contact-us.html).





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# Introduction to the BTEC International Level 3 qualifications for the sports sector

This specification contains all the information you need to deliver the Pearson BTEC International Level 3 Qualifications in Sport, Sport Business and Management, Sport Coaching and Development, Sports Facilities Operations and Management and Sport, Fitness Instructing and Personal Training. We also refer you to other handbooks and policies. This specification includes all the units for these qualifications.

These qualifications are part of the suite of Sport qualifications offered by Pearson. In this suite, there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations. These qualifications are not regulated in England.

All qualifications in the suite share some common units and assessments, which gives learners some flexibility in moving between sizes.

In the Sport sector these qualifications are:

Pearson BTEC International Level 3 Certificate in Sport

Pearson BTEC International Level 3 Subsidiary Diploma in Sport

Pearson BTEC International Level 3 Foundation Diploma in Sport

Pearson BTEC International Level 3 Diploma in Sport

Pearson BTEC International Level 3 Extended Diploma in Sport.

In the Sport, Fitness Instructing and Personal Training sector these qualifications are:

Pearson BTEC International Level 3 Foundation Diploma in Sport and Fitness Instructing

Pearson BTEC International Level 3 Diploma in Sport, Fitness Instructing and Personal Training

Pearson BTEC International Level 3 Extended Diploma in Sport, Fitness Instructing and Personal Training.

In the Sports Coaching and Development sector these qualifications are:

Pearson BTEC International Level 3 Diploma in Sports Coaching and Development

Pearson BTEC International Level 3 Extended Diploma in Sports Coaching and Development.

In the Sport, Business and Management sector these qualifications are:

Pearson BTEC International Level 3 Diploma in Sport, Business and Management

Pearson BTEC International Level 3 Extended Diploma in Sport, Business and Management

In the Sports Facilities Operations and Management sector these qualifications are:

Pearson BTEC International Level 3 Diploma in Sports Facilities Operations and Management

Pearson BTEC International Level 3 Extended Diploma in Sports Facilities Operations and Management.

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

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

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC International Level 3 Certificate in Sport</b>	180 GLH Equivalent in size to 0.5 of an International A Level. At least two units, one mandatory, and at least one is assessed by a Pearson Set Assignment. Mandatory content (50%).	This qualification is designed to support learners who want an introduction to the sector through applied learning. The qualification supports progression to higher education as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.
<b>Pearson BTEC International Level 3 Subsidiary Diploma in Sport</b>	360 GLH Equivalent in size to one International A Level. At least five units, of which one is mandatory and at least one is assessed by Pearson Set Assignment. Mandatory content (25%).	This qualification is designed to support learners who are interested in learning about the sports industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in sport-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.
<b>Pearson BTEC International Level 3 Foundation Diploma in Sport</b>	540 GLH Equivalent in size to 1.5 International A Levels. At least eight units, of which two are mandatory and are assessed by Pearson Set Assignment. Mandatory content (33%).	This qualification is designed to support learners who want to study sport as a one-year, full-time course, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualifications or International A Levels.

Title	Size and structure	Summary purpose
<b>Pearson BTEC International Level 3 Diploma in Sport</b>	720 GLH Equivalent in size to two International A Levels. At least 11 units, of which five are mandatory and assessed by Pearson Set Assignment. Mandatory content (25%).	This qualification is designed to support learners who want to study sport as the main element alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualifications or International A Levels.
<b>Pearson BTEC International Level 3 Extended Diploma in Sport</b>	1080 GLH Equivalent in size to three International A Levels. At least 16 units, of which eight are Mandatory and three are assessed by Pearson Set Assignment. Mandatory content (56%).	This qualification is designed as a full-time course to support learners who want to study the sport sector as the main focus of a two-year, full-time study programme. The qualification would support progression to higher education in its own right.

Title	Size and structure	Summary purpose
<p><b>Pearson BTEC International Level 3 Foundation Diploma in Sport and Fitness Instructing</b></p>	<p>540 GLH            Equivalent in size to 1.5 International A Levels.            At least six units, of which four are mandatory and two are assessed by Pearson Set Assignment.            Mandatory content (78%).</p>	<p>This qualification is designed to support learners who are interested in learning about the sport, fitness instructing and personal training industry as a one-year, full-time course, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualifications or International A Levels.</p>
<p><b>Pearson BTEC International Level 3 Diploma in Sport, Fitness Instructing and Personal Training</b></p>	<p>720 GLH            Equivalent in size to two International A Levels.            Seven mandatory units, of which two are assessed by Pearson Set Assignment.            Mandatory content (100%).</p>	<p>This qualification is designed to support learners who are interested in learning about the sport, fitness instructing and personal training industry as the main element alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualifications or International A Levels.</p>
<p><b>Pearson BTEC International Level 3 Extended Diploma in Sport, Fitness Instructing and Personal Training</b></p>	<p>1080 GLH            Equivalent in size to three International A Levels.            At least 12 units, of which nine are Mandatory and three are assessed by Pearson Set Assignment.            Mandatory content (83%).</p>	<p>This qualification is designed to support learners who are interested in learning about the sport, fitness instructing and personal training industry as the main focus of a two-year, full-time study programme and for progression into employment such as personal trainer. The qualification would support progression to higher education in its own right.</p>

Title	Size and structure	Summary purpose
<b>Pearson BTEC International Level 3 Diploma in Sports Coaching and Development</b>	720 GLH Equivalent in size to two International A Levels. At least nine units, of which five are mandatory and two are assessed by Pearson Set Assignment. Mandatory content (67%).	This qualification is designed to support learners who want to study the coaching and development sector as the main element alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualifications or International A Levels.
<b>Pearson BTEC International Level 3 Extended Diploma in Sports Coaching and Development</b>	1080 GLH Equivalent in size to three International A Levels. At least 12 units, of which seven are mandatory and three are assessed by Pearson Set Assignment. Mandatory content (72%).	This qualification is designed as a full-time course to support learners who want to study the coaching and development sector as the main focus of a two-year, full-time study programme for progression into employment as a sports coach. The qualification would support progression to higher education in its own right.

Title	Size and structure	Summary purpose
<b>Pearson BTEC International Level 3 Diploma in Sport, Business and Management</b>	720 GLH Equivalent in size to two International A Levels. At least 10 units, of which five are mandatory and two are assessed by Pearson Set Assignment. Mandatory content (50%).	This qualification is designed to support learners who are interested in learning about sport business and management sector as the main element alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualifications or International A Levels.
<b>Pearson BTEC International Level 3 Extended Diploma in Sport, Business and Management</b>	1080 GLH Equivalent in size to three International A Levels. At least 15 units, of which eight are mandatory and three are assessed by Pearson Set Assignment. Mandatory content (56%).	This qualification is designed as a full-time course for learners who are interested in learning about the sport business and management sector as the main focus of a two-year, full-time study programme for progression into employment as a sports agent. The qualification would support progression to higher education in its own right.



Title	Size and structure	Summary purpose
<b>Pearson BTEC International Level 3 Diploma in Sports Facilities Operations and Management</b>	720 GLH Equivalent in size to two International A Levels. At least 11 units, of which five are mandatory and two are assessed by Pearson Set Assignment. Mandatory content (50%).	This qualification is designed to support learners who interested in learning about the sports facilities industry alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualifications or International A Levels.
<b>Pearson BTEC International Level 3 Extended Diploma in Sports Facilities Operations and Management</b>	1080 GLH Equivalent in size to three International A Levels. At least 16 units, of which eight are mandatory and three are assessed by Pearson Set Assignment. Mandatory content (55%).	This qualification is designed as a full-time course to support learners who want to study in the sector as the main focus of a two-year, full-time study programme for progression into employment as a sports facilities manager. The qualification would support progression to higher education in its own right.

## Structures of the Pearson BTEC International Level 3 Qualifications in Sport at a glance

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

### Key

Pearson Set Assignment	M	Mandatory units	O	Optional units
------------------------	---	-----------------	---	----------------

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Subsidiary Diploma (360 GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
1 Health, Wellbeing and Sport	90	M	M	M	M	M
2 Careers in the Sport and Active Leisure Industry	90	O	O	M	M	M
3 Research Project in Sport	120					M
4 Ethics, Behaviours and Values	60	O	O	O	O	O
5 Self-employment in Sport and Physical Activity	60	O	O	O	O	O
11 Business in Sport	60	O	O	O	O	O
12 Sports Tourism	60	O	O	O	O	O
13 Sports Journalism	60			O	O	O
14 Marketing Communications	60				O	O
17 Inclusive Coaching	60			O	O	O
19 Sport and Leisure Facility Operations	60			O	O	O
20 Large Sports Spectator Events	60			O	O	O
21 History of Liverpool Football Club	30	O	O	O	O	O
22 Liverpool Football Club as a Business	60	O	O	O	O	O

*continued*

<b>Unit (number and title)</b>	<b>Unit size (GLH)</b>	<b>Certificate (180 GLH)</b>	<b>Subsidiary Diploma (360 GLH)</b>	<b>Foundation Diploma (540 GLH)</b>	<b>Diploma (720 GLH)</b>	<b>Extended Diploma (1080 GLH)</b>
23 Talent Identification and Development in Sports	30	O	O	O	O	O
24 Applied Sports Anatomy and Physiology	90	O	O	O	M	M
25 Sports Injuries Management	60				O	O
26 Nutrition for Physical Performance	60	O	O	O	O	M
27 Sports Psychology	60	O	O	O	O	M
28 Fitness Testing	60	O	O	O	O	O
29 Technical and Tactical Skills in Sport	60	O	O	O	O	O
30 Organising Events in Sport and Physical Activities	60	O	O	O	O	O
31 Influence of Technology in Sport and Physical Activity	60	O	O	O	O	O
32 Sports Performance Analysis	60	O	O	O	O	O
33 Rules, Regulations and Officiating in Sport	30	O	O	O	O	O
34 Sport Development	60	O	O	O	M	M
35 Practical Sports Performance	30	O	O	O	M	M
36 Functional Sports Massage	60	O	O	O	O	O
37 The Liverpool Coach – Employability Skills	30	O	O	O	O	O
38 Coaching Football The Liverpool Way	30	O	O	O	O	O
39 Enterprise and Entrepreneurs	90				O	O

## Structures of the Pearson BTEC International Level 3 Qualifications in Sport, Fitness Instructing and Personal Training at a glance

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

### Key

Pearson Set Assignment	M	Mandatory units	O	Optional units
------------------------	---	-----------------	---	----------------

Unit (number and title)	Unit size (GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
1 Health, Wellbeing and Sport	90	M	M	M
2 Careers in the Sport and Active Leisure Industry	90	M	M	M
3 Research Project in Sport	120			M
4 Ethics, Behaviours and Values	60	O		O
5 Self-employment in Sport and Physical Activity	60	O		M
6 Exercise and Fitness Skills Development	120	M	M	M
7 Personal Training and Programming	180		M	M
8 Anatomy and Physiology for Exercise and Physical Activity	120	M	M	M
9 Nutrition for Physical Activity and Exercise	60	O	M	M
10 Business and Technology in Personal Training	60	O	M	M
25 Sports Injuries Management	60			O
27 Sports Psychology	60			O
30 Organising Events in Sport and Physical Activities	60			O
36 Functional Sports Massage	60			O

## Structures of the Pearson BTEC International Level 3 Qualifications in Sports Coaching and Development at a glance

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

### Key

Pearson Set Assignment	M	Mandatory units	O	Optional units
------------------------	---	-----------------	---	----------------

Unit (number and title)	Unit size (GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
1 Health, Wellbeing and Sport	90	M	M
2 Careers in the Sport and Active Leisure Industry	90	M	M
3 Research Project in Sport	120		M
4 Ethics, Behaviours and Values	60	M	M
5 Self-employment in Sport and Physical Activity	60	O	O
11 Business in Sport	60	O	O
15 Developing Coaching Skills	180	M	M
16 Applied Coaching Skills	180		M
17 Inclusive Coaching	60	M	M
21 History of Liverpool Football Club	30	O	O
22 Liverpool Football Club as a Business	60	O	O
23 Talent Identification and Development in Sports	30	O	O
24 Applied Sports Anatomy and Physiology	90	O	O
25 Sports Injuries Management	60	O	O
26 Nutrition for Physical Performance	60	O	O
27 Sports Psychology	60	O	O

*continued*

<b>Unit (number and title)</b>	<b>Unit size (GLH)</b>	<b>Diploma (720 GLH)</b>	<b>Extended Diploma (1080 GLH)</b>
28 Fitness Testing	60	0	0
29 Technical and Tactical Skills in Sport	60	0	0
30 Organising Events in Sport and Physical Activities	60	0	0
31 Influence of Technology in Sport and Physical Activity	60	0	0
32 Sports Performance Analysis	60	0	0
33 Rules, Regulations and Officiating in Sport	30	0	0
34 Sport Development	60	0	0
35 Practical Sports Performance	30	0	0
36 Functional Sports Massage	60	0	0
37 The Liverpool Coach – Employability Skills	30	0	0
38 Coaching Football The Liverpool Way	30	0	0
39 Enterprise and Entrepreneurs	90	0	0

## Structures of the Pearson BTEC International Level 3 Qualifications in Sport, Business and Management at a glance

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

### Key

Pearson Set Assignment	M	Mandatory units	O	Optional units
------------------------	---	-----------------	---	----------------

Unit (number and title)	Unit size (GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
1 Health, Wellbeing and Sport	90	M	M
2 Careers in the Sport and Active Leisure Industry	90	M	M
3 Research Project in Sport	120		M
4 Ethics, Behaviours and Values	60	M	M
5 Self-employment in Sport and Physical Activity	60	O	O
11 Business in Sport	60	M	M
12 Sports Tourism	60	O	M
13 Sports Journalism	60	O	M
14 Marketing Communications	60	M	M
21 History of Liverpool Football Club	30	O	O
22 Liverpool Football Club as a Business	60	O	O
23 Talent Identification and Development in Sports	30	O	O
24 Applied Sports Anatomy and Physiology	90	O	O
26 Nutrition for Physical Performance	60	O	O
27 Sports Psychology	60	O	O
28 Fitness Testing	60	O	O

*continued*

<b>Unit (number and title)</b>	<b>Unit size (GLH)</b>	<b>Diploma (720 GLH)</b>	<b>Extended Diploma (1080 GLH)</b>
29 Technical and Tactical Skills in Sport	60	0	0
30 Organising Events in Sport and Physical Activities	60	0	0
31 Influence of Technology in Sport and Physical Activity	60	0	0
32 Sports Performance Analysis	60	0	0
33 Rules, Regulations and Officiating in Sport	30	0	0
34 Sport Development	60	0	0
35 Practical Sports Performance	30	0	0
36 Functional Sports Massage	60	0	0
39 Enterprise and Entrepreneurs	90	0	0



## Structures of the Pearson BTEC International Level 3 Qualifications in Sport Facilities Operations and Management at a glance

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

### Key

	Pearson Set Assignment		M	Mandatory units		O	Optional units
---	------------------------	---	---	-----------------	---	---	----------------

Unit (number and title)	Unit size (GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
1 Health, Wellbeing and Sport	90	M	M
2 Careers in the Sport and Active Leisure Industry	90	M	M
3 Research Project in Sport	120		M
4 Ethics, Behaviours and Values	60	M	M
5 Self-employment in Sport and Physical Activity	60	O	O
10 Business and Technology in Personal Training	60	M	M
18 Sport and Leisure Facilities Management	60	O	M
19 Sport and Leisure Facility Operations	60	M	M
20 Large Sports Spectator Events	60	O	M
21 History of Liverpool Football Club	30	O	O
22 Liverpool Football Club as a Business	60	O	O
23 Talent Identification and Development in Sports	30	O	O
24 Applied Sports Anatomy and Physiology	90	O	O
25 Sports Injuries Management	60	O	O
26 Nutrition for Physical Performance	60	O	O

*continued*

<b>Unit (number and title)</b>	<b>Unit size (GLH)</b>	<b>Diploma (720 GLH)</b>	<b>Extended Diploma (1080 GLH)</b>
27 Sports Psychology	60	0	0
28 Fitness Testing	60	0	0
29 Technical and Tactical Skills in Sport	60	0	0
30 Organising Events in Sport and Physical Activities	60	0	0
31 Influence of Technology in Sport and Physical Activity	60	0	0
32 Sports Performance Analysis	60	0	0
33 Rules, Regulations and Officiating in Sport	30	0	0
34 Sport Development	60	0	0
35 Practical Sports Performance	30	0	0
36 Functional Sports Massage	60	0	0

## Qualification and unit content

Pearson has developed the content of the new BTEC International Level 3 qualifications 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 personal attributes required in the sector.

The mandatory content ensures that all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be recognised and valued by higher education and employers. Learners are expected to show achievement across mandatory units as detailed in *Section 2 Structure*.

BTEC qualifications encompass applied learning that brings together knowledge and understanding with practical and technical skills. This applied learning is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills are those such as communication, teamwork and research and analysis, which are valued in both higher education and the workplace. Opportunities to develop these skills are signposted in the units.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts.

Centres should ensure that content, for example content that references regulation, legislation, policies and regulatory/standards organisations, is kept up to date. The units include guidance on approaches to breadth and depth of coverage, which can be modified to ensure that content is current and reflects international variations.

## Assessment

Assessment is 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. All assessment is internal but some mandatory units have extra controls on assessment and are assessed using Pearson Set Assignments.

### Set assignment units

Some mandatory units in the qualifications are assessed using a set assignment. Each assessment is set by Pearson and may need to be taken under controlled conditions before it is marked by teachers.

Set assignment units are subject to external standards verification processes common to all BTEC units. By setting an assignment for some units, we can ensure that all learners take the same assessment for a specific unit. Learners are permitted to resit set assignment units during their programme. Please see *Section 6 Internal assessment* for further information.

Set assignments are available from September each year and are valid for one year only. For detailed information on the Pearson Set Assignment, please see the table in *Section 2 Structure*. For further information on preparing for assessment, see *Section 5 Assessment structure*.

## Internal assessment

All units in the sector are internally assessed and subject to external standards verification. 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 Internal assessment*.

For units where there is no Pearson Set Assignment, 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 using appropriate tools and processes.

For these units, Pearson will provide an Authorised Assignment brief that you can use. 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, please see *Section 6 Internal assessment*.

## Language of assessment

Assessment of the units for these qualifications is available in English but can be translated as necessary.

A learner taking the qualification/s may be assessed in sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments, see *Section 7 Administrative arrangements*.

## Grading for units and qualifications

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

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). 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 Understanding the qualification grade*, 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 qualifications.

# 1 Qualification purpose and progression

## Pearson BTEC International Level 3 Qualifications in Sport

### Pearson BTEC International Level 3 Qualifications in Sport, Fitness Instructing and Personal Training

### Pearson BTEC International Level 3 Qualifications in Sports Coaching and Development

### Pearson BTEC International Level 3 Qualifications in Sport, Business and Management

### Pearson BTEC International Level 3 Qualifications in Sports Facilities Operations and Management

#### Who are these qualifications for?

The Pearson BTEC International Level 3 qualifications in Sport are designed for learners in the 16-19 age group, who wish to pursue a career in the sports sector via higher education to access graduate entry employment in a sports role.

The Pearson BTEC International Level 3 qualifications in Sport, Fitness Instructing and Personal Training are designed for learners in the 16-19 age group, who wish to pursue a career in the health and fitness industry via higher education to access graduate entry employment as a fitness trainer.

The Pearson BTEC International Level 3 qualifications in Sports Coaching and Development are designed for learners in the 16-19 age group, who wish to pursue a career in sports coaching and development industry via higher education to access graduate entry employment as sports coach.

The Pearson BTEC International Level 3 qualification in Sports Business and Management are designed for learners in the 16-19 age group, who wish to pursue a career in Sport Business and Management via higher education to access graduate entry employment as sport administrative assistant or sports agent.

The Pearson BTEC International Level 3 qualification in Sports Facilities Operations and Management are designed for learners in the 16-19 age group, who wish to pursue a career in Sport Facilities operations via higher education to access graduate entry employment as leisure assistant, leisure duty manager or sport facilities manager.

#### Which size qualification to choose?

Choosing the most suitable size of qualification will depend on the learner's broader programme of study. Learners who wish to focus solely on sport, personal training or assistant coaching sector may take the Diploma or Extended Diploma, while a learner who selects a smaller qualification, such as the Certificate or Subsidiary Diploma, may choose to combine it with qualifications from other sectors, in order to support their desired progression. Smaller qualifications are also suitable for learners who are in employment and studying part-time.

The Pearson BTEC Level 3 Foundation Diploma in Sport and Fitness Instructing is intended for Post-16 learners wanting to progress directly into entry level employment in the health and fitness industry as a gym instructor. The Pearson BTEC Level 3 Diploma, Extended Diploma in Sport, Fitness Instructing and Personal Training is intended for Post-16 learners supporting their progression into roles such as personal trainer.

The Pearson BTEC Level 3 Diploma and Extended Diploma in Sports Coaching and Development is intended for post-16 learners wanting to progress directly into employment in the coaching and development sector as a coach.

Qualification structures have been designed to enable a learner who starts with the smallest qualification to progress easily to the larger qualifications.

### **What do these qualifications cover?**

The content of this qualification has been designed to support progression to particular roles in the sporting sector, either directly into entry-level roles linked to these occupational areas or, more likely, via particular higher-education routes in the particular areas. The qualification content has been designed in consultation with employers, professional bodies and higher-education providers to ensure that the content is appropriate for the progression routes identified.

All learners will be required to take mandatory content that is directly relevant to progression routes in all of the identified areas.

In addition, learners take optional units that support the progression route identified in the qualification title.

Learners looking to follow a sport route could take units such as:

- Self-employment in Sport and Physical Activity
- Influence of Technology in Sport and Physical Activity
- Business in Sport.

Learners looking to follow a fitness or personal training route could take units such as:

- Exercise and Fitness Skills Development
- Anatomy and Physiology for Exercise and Physical Activity
- Business and Technology in Personal Training.

Learners looking to follow a coaching or teaching route could take units such as:

- Health, Wellbeing and Sport
- Developing Coaching Skills
- Practical Sports Performance.

Learners looking to follow a sports business and management route could take units such as:

- Business in Sports
- Marketing Communication.

Learners looking to follow a sports facilities operations and management route could take units such as:

- Sports and Leisure Facilities Management
- Sports and Leisure Facility Operations.

Additionally, learners could choose units that relate to a number of roles in the sector but which contribute to their understanding of those roles in a vocational context, such as:

- Work Experience
- Organising Events in Sport and Physical Activities.

## **What could these qualifications lead to?**

These qualifications support progression to job opportunities in the sports industries at a variety of levels. Examples of job roles available in sports areas include:

- physical education instructor
- assistant coach.

Jobs available in fitness and personal training areas include:

- gym instructor
- personal trainer.

Jobs available in sports coaching and development areas include:

- community coach
- sport-specific school coach
- club sports coach.

Jobs available in sports business and management areas include:

- sports administrative assistant
- sports agent.

Jobs available in sports facilities operations and management areas include:

- leisure assistant
- leisure duty manager
- sport facilities manager.

After achieving these qualifications, while learners can progress directly to entry-level assistant coaching roles, it is likely that many will do so via higher study. These qualifications are recognised by higher-education providers as contributing to meeting admission requirements to many relevant courses in a variety of areas of the sport sector, for example:

- BA (Hons) in Sports Coaching and Development
- BA (Hons) in Sports Management
- BA (Hons) in Sport and Physical Education
- BA (Hons) in Health and Fitness
- BA (Hons) in Diet, Fitness and Wellbeing
- BA (Hons) Sports Business Management
- BA (Hons) Stadium and Sports Facility Management
- BSc in Community Sports Coaching
- BSc in Sports, Physical Education and Teaching Science.

NB: learners should always check the entry requirements for degree programmes with the relevant higher education provider.



### **How do these qualifications provide transferable employability skills?**

In the BTEC International Level 3 units, there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where we refer to employability skills in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills** – using critical thinking, approaching non-routine problems, applying expert and creative solutions, using systems and technology
- **interpersonal skills** – communicating, working collaboratively, negotiating and influencing, self-presentation
- **intrapersonal 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. These skills are indicated in the units and in *Appendix 2: Transferable employability skills*.

### **How do the qualifications provide transferable knowledge and skills for higher education?**

All BTEC International Level 3 qualifications 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
- the ability to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning, where they are able to make connections across units and select areas of interest for detailed study. BTEC International Level 3 qualifications provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- ability to research actively and methodically
- cognitive and problem-solving skills – using critical thinking, approaching non-routine problems applying creative solution
- interpersonal skills – communicating, working collaboratively, negotiating and influencing, self-presentation.

## 2 Structure

### Qualification structures

The structure/s for the qualifications in this specification are:

- Pearson BTEC International Level 3 Certificate in Sport
- Pearson BTEC International Level 3 Subsidiary Diploma in Sport
- Pearson BTEC International Level 3 Foundation Diploma in Sport
- Pearson BTEC International Level 3 Diploma in Sport
- Pearson BTEC International Level 3 Extended Diploma in Sport
- Pearson BTEC International Level 3 Foundation Diploma in Sport and Fitness Instructing
- Pearson BTEC International Level 3 Diploma in Sport, Fitness Instructing and Personal Training
- Pearson BTEC International Level 3 Extended Diploma in Sport, Fitness Instructing and Personal Training.
- Pearson BTEC International Level 3 Diploma in Sports Coaching and Development
- Pearson BTEC International Level 3 Extended Diploma in Sports Coaching and Development
- Pearson BTEC International Level 3 Diploma in Sport, Business and Management
- Pearson BTEC International Level 3 Extended Diploma in Sport, Business and Management
- Pearson BTEC International Level 3 Diploma in Sports Facilities Operations and Management
- Pearson BTEC International Level 3 Extended Diploma in Sports Facilities Operations and Management

## Pearson BTEC International Level 3 Certificate in Sport

### Mandatory units

There is one mandatory unit. Learners must complete and achieve a Pass or above in all mandatory units.

### Optional units

Learners must complete optional units totalling at least 90 GLH.

Pearson BTEC International Level 3 Certificate in Sport				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
<b>1</b>	Health, Wellbeing and Sport	<b>90</b>	<b>Mandatory</b>	Set assignment
<b>Optional units – learners complete units totalling at least 90 GLH</b>				
<b>2</b>	Careers in the Sport and Active Leisure Industry	<b>90</b>	<b>Optional</b>	Set assignment
<b>4</b>	Ethics, Behaviours and Values	<b>60</b>	<b>Optional</b>	Internal
<b>5</b>	Self-employment in Sport and Physical Activity	<b>60</b>	<b>Optional</b>	Internal
<b>11</b>	Business in Sport	<b>60</b>	<b>Optional</b>	Internal
<b>12</b>	Sports Tourism	<b>60</b>	<b>Optional</b>	Internal
<b>21</b>	History of Liverpool Football Club	<b>30</b>	<b>Optional</b>	Internal
<b>22</b>	Liverpool Football Club as a Business	<b>60</b>	<b>Optional</b>	Internal
<b>23</b>	Talent Identification and Development in Sport	<b>30</b>	<b>Optional</b>	Internal
<b>24</b>	Applied Sports Anatomy and Physiology	<b>90</b>	<b>Optional</b>	Internal
<b>26</b>	Nutrition for Physical Performance	<b>60</b>	<b>Optional</b>	Internal
<b>27</b>	Sports Psychology	<b>60</b>	<b>Optional</b>	Internal
<b>28</b>	Fitness Testing	<b>60</b>	<b>Optional</b>	Internal
<b>29</b>	Technical and Tactical Skills in Sport	<b>60</b>	<b>Optional</b>	Internal
<b>30</b>	Organising Events in Sport and Physical activities	<b>60</b>	<b>Optional</b>	Internal
<b>31</b>	Influence of Technology in Sport and Physical Activity	<b>60</b>	<b>Optional</b>	Internal
<b>32</b>	Sports Performance Analysis	<b>60</b>	<b>Optional</b>	Internal

<b>Optional units – learners complete units totalling at least 90 GLH <i>continued</i></b>				
<b>33</b>	Rules, Regulations and Officiating in Sport	<b>30</b>	<b>Optional</b>	Internal
<b>34</b>	Sport Development	<b>60</b>	<b>Optional</b>	Internal
<b>35</b>	Practical Sports Performance	<b>30</b>	<b>Optional</b>	Internal
<b>36</b>	Functional Sports Massage	<b>60</b>	<b>Optional</b>	Internal
<b>37</b>	The Liverpool Coach – Employability Skills	<b>30</b>	<b>Optional</b>	Internal
<b>38</b>	Coaching Football The Liverpool Way	<b>30</b>	<b>Optional</b>	Internal

## Pearson BTEC International Level 3 Subsidiary Diploma in Sport

### Mandatory units

There is one mandatory unit. Learners must complete and achieve a Pass or above in the mandatory unit.

### Optional units

Learners must complete optional units totalling at least 270 GLH.

Pearson BTEC International Level 3 Subsidiary Diploma in Sport				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
<b>1</b>	Health, Wellbeing and Sport	<b>90</b>	<b>Mandatory</b>	Set assignment
<b>Optional units – learners complete units totalling at least 270 GLH</b>				
<b>2</b>	Careers in the Sport and Active Leisure Industry	<b>90</b>	<b>Optional</b>	Set assignment
<b>4</b>	Ethics, Behaviours and Values	<b>60</b>	<b>Optional</b>	Internal
<b>5</b>	Self-employment in Sport and Physical Activity	<b>60</b>	<b>Optional</b>	Internal
<b>11</b>	Business in Sport	<b>60</b>	<b>Optional</b>	Internal
<b>12</b>	Sports Tourism	<b>60</b>	<b>Optional</b>	Internal
<b>21</b>	History of Liverpool Football Club	<b>30</b>	<b>Optional</b>	Internal
<b>22</b>	Liverpool Football Club as a Business	<b>60</b>	<b>Optional</b>	Internal
<b>23</b>	Talent Identification and Development in Sport	<b>30</b>	<b>Optional</b>	Internal
<b>24</b>	Applied Sports Anatomy and Physiology	<b>90</b>	<b>Optional</b>	Internal
<b>26</b>	Nutrition for Physical Performance	<b>60</b>	<b>Optional</b>	Internal
<b>27</b>	Sports Psychology	<b>60</b>	<b>Optional</b>	Internal
<b>28</b>	Fitness Testing	<b>60</b>	<b>Optional</b>	Internal
<b>29</b>	Technical and Tactical Skills in Sport	<b>60</b>	<b>Optional</b>	Internal
<b>30</b>	Organising Events in Sport and Physical activities	<b>60</b>	<b>Optional</b>	Internal
<b>31</b>	Influence of Technology in Sport and Physical Activity	<b>60</b>	<b>Optional</b>	Internal
<b>32</b>	Sports Performance Analysis	<b>60</b>	<b>Optional</b>	Internal

<b>Optional units – learners complete units totalling at least 270 GLH <i>continued</i></b>				
<b>33</b>	Rules, Regulations and Officiating in Sport	<b>30</b>	<b>Optional</b>	Internal
<b>34</b>	Sport Development	<b>60</b>	<b>Optional</b>	Internal
<b>35</b>	Practical Sports Performance	<b>30</b>	<b>Optional</b>	Internal
<b>36</b>	Functional Sports Massage	<b>60</b>	<b>Optional</b>	Internal
<b>37</b>	The Liverpool Coach – Employability Skills	<b>30</b>	<b>Optional</b>	Internal
<b>38</b>	Coaching Football The Liverpool Way	<b>30</b>	<b>Optional</b>	Internal

## Pearson BTEC International Level 3 Foundation Diploma in Sport

### Mandatory units

There are two mandatory units. Learners must complete and achieve a Pass or above in all mandatory units.

### Optional units

Learners must complete optional units totalling at least 360 GLH.

Pearson BTEC International Level 3 Foundation Diploma in Sport				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
1	Health, Wellbeing and Sport	90	Mandatory	Set assignment
2	Careers in the Sport and Active Leisure Industry	90	Mandatory	Set assignment
<b>Optional units – learners complete units totalling at least 360 GLH</b>				
4	Ethics, Behaviours and Values	60	Optional	Internal
5	Self-employment in Sport and Physical Activity	60	Optional	Internal
11	Business in Sport	60	Optional	Internal
12	Sports Tourism	60	Optional	Internal
13	Sports Journalism	60	Optional	Internal
17	Inclusive Coaching	60	Optional	Internal
19	Sports and Leisure Facility Operations	60	Optional	Internal
20	Large Sports Spectator Events	60	Optional	Internal
21	History of Liverpool Football Club	30	Optional	Internal
22	Liverpool Football Club as a Business	60	Optional	Internal
23	Talent Identification and Development in Sport	30	Optional	Internal
24	Applied Sports Anatomy and Physiology	90	Optional	Internal
26	Nutrition for Physical Performance	60	Optional	Internal
27	Sports Psychology	60	Optional	Internal
28	Fitness Testing	60	Optional	Internal

<b>Optional units – learners complete units totalling at least 360 GLH <i>continued</i></b>				
<b>29</b>	Technical and Tactical Skills in Sport	<b>60</b>	<b>Optional</b>	Internal
<b>30</b>	Organising Events in Sport and Physical activities	<b>60</b>	<b>Optional</b>	Internal
<b>31</b>	Influence of Technology in Sport and Physical Activity	<b>60</b>	<b>Optional</b>	Internal
<b>32</b>	Sports Performance Analysis	<b>60</b>	<b>Optional</b>	Internal
<b>33</b>	Rules, Regulations and Officiating in Sport	<b>30</b>	<b>Optional</b>	Internal
<b>34</b>	Sport Development	<b>60</b>	<b>Optional</b>	Internal
<b>35</b>	Practical Sports Performance	<b>30</b>	<b>Optional</b>	Internal
<b>36</b>	Functional Sports Massage	<b>60</b>	<b>Optional</b>	Internal
<b>37</b>	The Liverpool Coach – Employability Skills	<b>30</b>	<b>Optional</b>	Internal
<b>38</b>	Coaching Football The Liverpool Way	<b>30</b>	<b>Optional</b>	Internal



## Pearson BTEC International Level 3 Diploma in Sport

### Mandatory units

There are five mandatory units. Learners must complete and achieve a Pass or above in all mandatory units.

### Optional units

Learners must complete optional units totalling at least 360 GLH.

Pearson BTEC International Level 3 Diploma in Sport				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
1	Health, Wellbeing and Sport	90	Mandatory	Set assignment
2	Careers in the Sport and Active Leisure Industry	90	Mandatory	Set assignment
24	Applied Sports Anatomy and Physiology	90	Mandatory	Internal
34	Sport Development	60	Mandatory	Internal
35	Practical Sports Performance	30	Mandatory	Internal
<b>Optional units – learners complete units totalling at least 360 GLH</b>				
4	Ethics, Behaviours and Values	60	Optional	Internal
5	Self-employment in Sport and Physical Activity	60	Optional	Internal
11	Business in Sport	60	Optional	Internal
12	Sports Tourism	60	Optional	Internal
13	Sports Journalism	60	Optional	Internal
14	Marketing Communications	60	Optional	Internal
17	Inclusive Coaching	60	Optional	Internal
19	Sports and Leisure Facility Operations	60	Optional	Internal
20	Large Sports Spectator Events	60	Optional	Internal
21	History of Liverpool Football Club	30	Optional	Internal
22	Liverpool Football Club as a Business	60	Optional	Internal
23	Talent Identification and Development in Sport	30	Optional	Internal
25	Sports Injuries Management	60	Optional	Internal
26	Nutrition for Physical Performance	60	Optional	Internal

<b>Optional units – learners complete units totalling at least 360 GLH <i>continued</i></b>				
<b>27</b>	Sports Psychology	<b>60</b>	<b>Optional</b>	Internal
<b>28</b>	Fitness Testing	<b>60</b>	<b>Optional</b>	Internal
<b>29</b>	Technical and Tactical Skills in Sport	<b>60</b>	<b>Optional</b>	Internal
<b>30</b>	Organising Events in Sport and Physical activities	<b>60</b>	<b>Optional</b>	Internal
<b>31</b>	Influence of Technology in Sport and Physical Activity	<b>60</b>	<b>Optional</b>	Internal
<b>32</b>	Sports Performance Analysis	<b>60</b>	<b>Optional</b>	Internal
<b>33</b>	Rules, Regulations and Officiating in Sport	<b>30</b>	<b>Optional</b>	Internal
<b>36</b>	Functional Sports Massage	<b>60</b>	<b>Optional</b>	Internal
<b>37</b>	The Liverpool Coach – Employability Skills	<b>30</b>	<b>Optional</b>	Internal
<b>38</b>	Coaching Football The Liverpool Way	<b>30</b>	<b>Optional</b>	Internal
<b>39</b>	Enterprise and Entrepreneurs	<b>90</b>	<b>Optional</b>	Internal

## Pearson BTEC International Level 3 Extended Diploma in Sport

### Mandatory units

There are eight mandatory units. Learners must complete and achieve a Pass or above in all mandatory units.

### Optional units

Learners must complete optional units totalling at least 480 GLH.

Pearson BTEC International Level 3 Extended Diploma in Sport				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units - learners complete and achieve all units</b>				
1	Health, Wellbeing and Sport	90	Mandatory	Set assignment
2	Careers in the Sport and Active Leisure Industry	90	Mandatory	Set assignment
3	Research Project in Sport	120	Mandatory	Set assignment
24	Applied Sports Anatomy and Physiology	90	Mandatory	Internal
26	Nutrition for Physical Performance	60	Mandatory	Internal
27	Sports Psychology	60	Mandatory	Internal
34	Sport Development	60	Mandatory	Internal
35	Practical Sports Performance	30	Mandatory	Internal
<b>Optional units - learners complete units totalling at least 480 GLH</b>				
4	Ethics, Behaviours and Values	60	Optional	Internal
5	Self-employment in Sport and Physical Activity	60	Optional	Internal
11	Business in Sport	60	Optional	Internal
12	Sports Tourism	60	Optional	Internal
13	Sports Journalism	60	Optional	Internal
14	Marketing Communications	60	Optional	Internal
17	Inclusive Coaching	60	Optional	Internal
19	Sports and Leisure Facility Operations	60	Optional	Internal
20	Large Sports Spectator Events	60	Optional	Internal
21	History of Liverpool Football Club	30	Optional	Internal
22	Liverpool Football Club as a Business	60	Optional	Internal

<b>Optional units – learners complete units totalling at least 480 GLH <i>continued</i></b>				
<b>23</b>	Talent Identification and Development in Sport	<b>30</b>	<b>Optional</b>	Internal
<b>25</b>	Sports Injuries Management	<b>60</b>	<b>Optional</b>	Internal
<b>28</b>	Fitness Testing	<b>60</b>	<b>Optional</b>	Internal
<b>29</b>	Technical and Tactical Skills in Sport	<b>60</b>	<b>Optional</b>	Internal
<b>30</b>	Organising Events in Sport and Physical activities	<b>60</b>	<b>Optional</b>	Internal
<b>31</b>	Influence of Technology in Sport and Physical Activity	<b>60</b>	<b>Optional</b>	Internal
<b>32</b>	Sports Performance Analysis	<b>60</b>	<b>Optional</b>	Internal
<b>33</b>	Rules, Regulations and Officiating in Sport	<b>30</b>	<b>Optional</b>	Internal
<b>36</b>	Functional Sports Massage	<b>60</b>	<b>Optional</b>	Internal
<b>37</b>	The Liverpool Coach – Employability Skills	<b>30</b>	<b>Optional</b>	Internal
<b>38</b>	Coaching Football The Liverpool Way	<b>30</b>	<b>Optional</b>	Internal
<b>39</b>	Enterprise and Entrepreneurs	<b>90</b>	<b>Optional</b>	Internal

## Pearson BTEC International Level 3 Foundation Diploma in Sport and Fitness Instructing

### Mandatory units

There are four mandatory units. Learners must complete and achieve a Pass or above in all mandatory units.

### Optional units

Learners must complete optional units totalling at least 120 GLH.

Pearson BTEC International Level 3 Foundation Diploma in Sport and Fitness Instructing				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
1	Health, Wellbeing and Sport	90	Mandatory	Set assignment
2	Careers in the Sport and Active Leisure Industry	90	Mandatory	Set assignment
6	Exercise and Fitness Skills Development	120	Mandatory	Internal
8	Anatomy and Physiology for Exercise and Physical Activity	120	Mandatory	Internal
<b>Optional units – learners complete units totalling at least 120 GLH</b>				
4	Ethics, Behaviours and Values	60	Optional	Internal
5	Self-employment in Sport and Physical Activity	60	Optional	Internal
9	Nutrition for Physical Activity and Exercise	60	Optional	Internal
10	Business and Technology in Personal Training	60	Optional	Internal

## Pearson BTEC International Level 3 Diploma in Sport, Fitness Instructing and Personal Training

There are seven mandatory units. Learners must complete and achieve a Pass or above in all mandatory units.

Pearson BTEC International Level 3 Diploma in Sport, Fitness Instructing and Personal Training				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units - learners complete and achieve all units</b>				
<b>1</b>	Health, Wellbeing and Sport	<b>90</b>	<b>Mandatory</b>	Set assignment
<b>2</b>	Careers in the Sport and Active Leisure Industry	<b>90</b>	<b>Mandatory</b>	Set assignment
<b>6</b>	Exercise and Fitness Skills Development	<b>120</b>	<b>Mandatory</b>	Internal
<b>7</b>	Personal Training and Programming	<b>180</b>	<b>Mandatory</b>	Internal
<b>8</b>	Anatomy and Physiology for Exercise and Physical Activity	<b>120</b>	<b>Mandatory</b>	Internal
<b>9</b>	Nutrition for Physical Activity and Exercise	<b>60</b>	<b>Mandatory</b>	Internal
<b>10</b>	Business and Technology in Personal Training	<b>60</b>	<b>Mandatory</b>	Internal

## Pearson BTEC International Level 3 Extended Diploma in Sport, Fitness Instructing and Personal Training

### Mandatory units

There are nine mandatory units. Learners must complete and achieve a Pass or above in all mandatory units.

### Optional units

Learners must complete optional units totalling at least 180 GLH.

Pearson BTEC International Level 3 Extended Diploma in Sport, Fitness Instructing and Personal Training				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units - learners complete and achieve all units</b>				
1	Health, Wellbeing and Sport	90	Mandatory	Set assignment
2	Careers in the Sport and Active Leisure Industry	90	Mandatory	Set assignment
3	Research Project in Sport	120	Mandatory	Set assignment
5	Self-employment in Sport and Physical Activity	60	Mandatory	Internal
6	Exercise and Fitness Skills Development	120	Mandatory	Internal
7	Personal Training and Programming	180	Mandatory	Internal
8	Anatomy and Physiology for Exercise and Physical Activity	120	Mandatory	Internal
9	Nutrition for Physical Activity and Exercise	60	Mandatory	Internal
10	Business and Technology in Personal Training	60	Mandatory	Internal
<b>Optional units - learners complete units totalling at least 180 GLH</b>				
4	Ethics, Behaviours and Values	60	Optional	Internal
25	Sports Injuries Management	60	Optional	Internal
27	Sports Psychology	60	Optional	Internal
30	Organising Events in Sport and Physical Activities	60	Optional	Internal
36	Functional Sports Massage	60	Optional	Internal

## Pearson BTEC International Level 3 Diploma in Sports Coaching and Development

### Mandatory units

There are five mandatory units. Learners must complete and achieve a Pass or above in all mandatory units.

### Optional units

Learners must complete optional units totalling at least 240 GLH.

Pearson BTEC International Level 3 Diploma in Sports Coaching and Development				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
1	Health, Wellbeing and Sport	90	Mandatory	Set assignment
2	Careers in the Sport and Active Leisure Industry	90	Mandatory	Set assignment
4	Ethics, Behaviours and Values	60	Mandatory	Internal
15	Developing Coaching Skills	180	Mandatory	Internal
17	Inclusive Coaching	60	Mandatory	Internal
<b>Optional units – learners complete units totalling at least 240 GLH</b>				
5	Self-employment in Sport and Physical Activity	60	Optional	Internal
11	Business in Sport	60	Optional	Internal
21	History of Liverpool Football Club	30	Optional	Internal
22	Liverpool Football Club as a Business	60	Optional	Internal
23	Talent Identification and Development in Sport	30	Optional	Internal
24	Applied Sports Anatomy and Physiology	90	Optional	Internal
25	Sports Injuries Management	60	Optional	Internal
26	Nutrition for Physical Performance	60	Optional	Internal
27	Sports Psychology	60	Optional	Internal
28	Fitness Testing	60	Optional	Internal
29	Technical and Tactical Skills in Sport	60	Optional	Internal



<b>Optional units - learners complete units totalling at least 240 GLH <i>continued</i></b>				
<b>30</b>	Organising Events in Sport and Physical Activities	<b>60</b>	<b>Optional</b>	Internal
<b>31</b>	Influence of Technology in Sport and Physical Activity	<b>60</b>	<b>Optional</b>	Internal
<b>32</b>	Sports Performance Analysis	<b>60</b>	<b>Optional</b>	Internal
<b>33</b>	Rules, Regulations and Officiating in Sport	<b>30</b>	<b>Optional</b>	Internal
<b>34</b>	Sport Development	<b>60</b>	<b>Optional</b>	Internal
<b>35</b>	Practical Sports Performance	<b>30</b>	<b>Optional</b>	Internal
<b>36</b>	Functional Sports Massage	<b>60</b>	<b>Optional</b>	Internal
<b>37</b>	The Liverpool Coach - Employability Skills	<b>30</b>	<b>Optional</b>	Internal
<b>38</b>	Coaching Football The Liverpool Way	<b>30</b>	<b>Optional</b>	Internal
<b>39</b>	Enterprise and Entrepreneurs	<b>90</b>	<b>Optional</b>	Internal

## Pearson BTEC International Level 3 Extended Diploma in Sport Coaching and Development

### Mandatory units

There are seven mandatory units. Learners must complete and achieve a Pass or above in all mandatory units.

### Optional units

Learners must complete optional units totalling at least 300GLH.

Pearson BTEC International Level 3 Extended Diploma in Sports Coaching and Development				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units - learners complete and achieve all units</b>				
1	Health, Wellbeing and Sport	90	Mandatory	Set assignment
2	Careers in the Sport and Active Leisure Industry	90	Mandatory	Set assignment
3	Research Project in Sport	120	Mandatory	Set assignment
4	Ethics, Behaviours and Values	60	Mandatory	Internal
15	Developing Coaching Skills	180	Mandatory	Internal
16	Applied Coaching Skills	180	Mandatory	Internal
17	Inclusive Coaching	60	Mandatory	Internal
<b>Optional units - learners complete units totalling at least 300 GLH</b>				
5	Self-employment in Sport and Physical Activity	60	Optional	Internal
11	Business in Sport	60	Optional	Internal
21	History of Liverpool Football Club	30	Optional	Internal
22	Liverpool Football Club as a Business	60	Optional	Internal
23	Talent Identification and Development in Sport	30	Optional	Internal
24	Applied Sports Anatomy and Physiology	90	Optional	Internal
25	Sports Injuries Management	60	Optional	Internal
26	Nutrition for Physical Performance	60	Optional	Internal
27	Sports Psychology	60	Optional	Internal
28	Fitness Testing	60	Optional	Internal

<b>Optional units – learners complete units totalling at least 300 GLH <i>continued</i></b>				
<b>29</b>	Technical and Tactical Skills in Sport	<b>60</b>	<b>Optional</b>	Internal
<b>30</b>	Organising Events in Sport and Physical Activities	<b>60</b>	<b>Optional</b>	Internal
<b>31</b>	Influence of Technology in Sport and Physical Activity	<b>60</b>	<b>Optional</b>	Internal
<b>32</b>	Sports Performance Analysis	<b>60</b>	<b>Optional</b>	Internal
<b>33</b>	Rules, Regulations and Officiating in Sport	<b>30</b>	<b>Optional</b>	Internal
<b>34</b>	Sport Development	<b>60</b>	<b>Optional</b>	Internal
<b>35</b>	Practical Sports Performance	<b>30</b>	<b>Optional</b>	Internal
<b>36</b>	Functional Sports Massage	<b>60</b>	<b>Optional</b>	Internal
<b>37</b>	The Liverpool Coach – Employability Skills	<b>30</b>	<b>Optional</b>	Internal
<b>38</b>	Coaching Football The Liverpool Way	<b>30</b>	<b>Optional</b>	Internal
<b>39</b>	Enterprise and Entrepreneurs	<b>90</b>	<b>Optional</b>	Internal

## Pearson BTEC International Level 3 Diploma in Sports, Business and Management

### Mandatory units

There are five mandatory units. Learners must complete and achieve a Pass or above in all mandatory units.

### Optional units

Learners must complete optional units totalling at least 360 GLH.

Pearson BTEC International Level 3 Diploma in Sports, Business and Management				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
1	Health, Wellbeing and Sport	90	Mandatory	Set assignment
2	Careers in the Sport and Active Leisure Industry	90	Mandatory	Set assignment
4	Ethics, Behaviours and Values	60	Mandatory	Internal
11	Business in Sport	60	Mandatory	Internal
14	Marketing Communication	60	Mandatory	Internal
<b>Optional units – learners complete optional units totalling at least 360 GLH</b>				
5	Self-employment in Sport and Physical Activity	60	Optional	Internal
12	Sports Tourism	60	Optional	Internal
13	Sports Journalism	60	Optional	Internal
21	History of Liverpool Football Club	30	Optional	Internal
22	Liverpool Football Club as a Business	60	Optional	Internal
23	Talent Identification and Development in Sport	30	Optional	Internal
24	Applied Sports Anatomy and Physiology	90	Optional	Internal
26	Nutrition for Physical Performance	60	Optional	Internal
27	Sports Psychology	60	Optional	Internal
28	Fitness Testing	60	Optional	Internal
29	Technical and Tactical Skills in Sport	60	Optional	Internal
30	Organising Events in Sport and Physical Activities	60	Optional	Internal

**Optional units – learners complete optional units totalling at least 360 GLH**  
*continued*

<b>31</b>	Influence of Technology in Sport and Physical Activity	<b>60</b>	<b>Optional</b>	Internal
<b>32</b>	Sports Performance Analysis	<b>60</b>	<b>Optional</b>	Internal
<b>33</b>	Rules, Regulations and Officiating in Sport	<b>30</b>	<b>Optional</b>	Internal
<b>34</b>	Sport Development	<b>60</b>	<b>Optional</b>	Internal
<b>35</b>	Practical Sports Performance	<b>30</b>	<b>Optional</b>	Internal
<b>36</b>	Functional Sports Massage	<b>60</b>	<b>Optional</b>	Internal
<b>37</b>	Enterprise and Entrepreneurs	<b>90</b>	<b>Optional</b>	Internal

## Pearson BTEC International Level 3 Extended Diploma in Sports, Business and Management

### Mandatory units

There are eight mandatory units. Learners must complete and achieve a Pass or above in all mandatory units.

### Optional units

Learners must complete optional units totalling at least 480GLH.

Pearson BTEC International Level 3 Extended Diploma in Sports, Business and Management				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
1	Health, Wellbeing and Sport	90	Mandatory	Set assignment
2	Careers in the Sport and Active Leisure Industry	90	Mandatory	Set assignment
3	Research Project in Sport	120	Mandatory	Set assignment
4	Ethics, Behaviours and Values	60	Mandatory	Internal
11	Business in Sport	60	Mandatory	Internal
12	Sports Tourism	60	Mandatory	Internal
13	Sports Journalism	60	Mandatory	Internal
14	Marketing Communication	60	Mandatory	Internal
<b>Optional units – learners complete units totalling at least 480 GLH</b>				
5	Self-employment in Sport and Physical Activity	60	Optional	Internal
21	History of Liverpool Football Club	30	Optional	Internal
22	Liverpool Football Club as a Business	60	Optional	Internal
23	Talent Identification and Development in Sport	30	Optional	Internal
24	Applied Sports Anatomy and Physiology	90	Optional	Internal
26	Nutrition for Physical Performance	60	Optional	Internal
27	Sports Psychology	60	Optional	Internal
28	Fitness Testing	60	Optional	Internal
29	Technical and Tactical Skills in Sport	60	Optional	Internal
30	Organising Events in Sport and Physical Activities	60	Optional	Internal

<b>Optional units - learners complete units totalling at least 480 GLH <i>continued</i></b>				
<b>31</b>	Influence of Technology in Sport and Physical Activity	<b>60</b>	<b>Optional</b>	Internal
<b>32</b>	Sports Performance Analysis	<b>60</b>	<b>Optional</b>	Internal
<b>33</b>	Rules, Regulations and Officiating in Sport	<b>30</b>	<b>Optional</b>	Internal
<b>34</b>	Sport Development	<b>60</b>	<b>Optional</b>	Internal
<b>35</b>	Practical Sports Performance	<b>30</b>	<b>Optional</b>	Internal
<b>36</b>	Functional Sports Massage	<b>60</b>	<b>Optional</b>	Internal
<b>39</b>	Enterprise and Entrepreneurs	<b>90</b>	<b>Optional</b>	Internal

## Pearson BTEC International Level 3 Diploma in Sports Facilities Operations and Management

### Mandatory units

There are five mandatory units. Learners must complete and achieve a Pass or above in all mandatory units.

### Optional units

Learners must complete optional units totalling at least 360 GLH.

Pearson BTEC International Level 3 Diploma in Sports Facilities Operations and Development				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
1	Health, Wellbeing and Sport	90	Mandatory	Set assignment
2	Careers in the Sport and Active Leisure Industry	90	Mandatory	Set assignment
4	Ethics, Behaviours and Values	60	Mandatory	Internal
10	Business and Technology in Personal Training	60	Mandatory	Internal
19	Sport and Leisure Facilities Operations	60	Mandatory	Internal
<b>Optional units – learners complete units totalling at least 360 GLH</b>				
5	Self-employment in Sport and Physical Activity	60	Optional	Internal
18	Sport and Leisure Facilities Management	60	Optional	Internal
20	Large Sports Spectator Events	60	Optional	Internal
21	History of Liverpool Football Club	30	Optional	Internal
22	Liverpool Football Club as a Business	60	Optional	Internal
23	Talent Identification and Development in Sport	30	Optional	Internal
24	Applied Sports Anatomy and Physiology	90	Optional	Internal
25	Sports Injuries Management	60	Optional	Internal
26	Nutrition for Physical Performance	60	Optional	Internal
27	Sports Psychology	60	Optional	Internal
28	Fitness Testing	60	Optional	Internal



<b>Optional units – learners complete units totalling at least 360 GLH <i>continued</i></b>				
<b>29</b>	Technical and Tactical Skills in Sport	<b>60</b>	<b>Optional</b>	Internal
<b>30</b>	Organising Events in Sport and Physical Activities	<b>60</b>	<b>Optional</b>	Internal
<b>31</b>	Influence of Technology in Sport and Physical Activity	<b>60</b>	<b>Optional</b>	Internal
<b>32</b>	Sports Performance Analysis	<b>60</b>	<b>Optional</b>	Internal
<b>33</b>	Rules, Regulations and Officiating in Sport	<b>30</b>	<b>Optional</b>	Internal
<b>34</b>	Sport Development	<b>60</b>	<b>Optional</b>	Internal
<b>35</b>	Practical Sports Performance	<b>30</b>	<b>Optional</b>	Internal
<b>36</b>	Functional Sports Massage	<b>60</b>	<b>Optional</b>	Internal

## Pearson BTEC International Level 3 Extended Diploma in Sports Facilities Operations and Management

### Mandatory units

There are eight mandatory units. Learners must complete and achieve a Pass or above in all mandatory units.

### Optional units

Learners must complete optional units totalling at least 480GLH.

Pearson BTEC International Level 3 Extended Diploma in Sports Facilities Operations and Management				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units - learners complete and achieve all units</b>				
1	Health, Wellbeing and Sport	90	Mandatory	Set assignment
2	Careers in the Sport and Active Leisure Industry	90	Mandatory	Set assignment
3	Research Project in Sport	120	Mandatory	Set assignment
4	Ethics, Behaviours and Values	60	Mandatory	Internal
10	Business and Technology in Personal Training	60	Mandatory	Internal
18	Sport and Leisure Facilities Management	60	Mandatory	Internal
19	Sport and Leisure Facility Operations	60	Mandatory	Internal
20	Large Sports Spectator Events	60	Mandatory	Internal
<b>Optional units - learners complete units totalling at least 480 GLH</b>				
5	Self-employment in Sport and Physical Activity	60	Optional	Internal
21	History of Liverpool Football Club	30	Optional	Internal
22	Liverpool Football Club as a Business	60	Optional	Internal
23	Talent Identification and Development in Sport	30	Optional	Internal
24	Applied Sports Anatomy and Physiology	90	Optional	Internal
25	Sports Injuries Management	60	Optional	Internal
26	Nutrition for Physical Performance	60	Optional	Internal
27	Sports Psychology	60	Optional	Internal

<b>Optional units - learners complete units totalling at least 480 GLH <i>continued</i></b>				
<b>28</b>	Fitness Testing	<b>60</b>	<b>Optional</b>	Internal
<b>29</b>	Technical and Tactical Skills in Sport	<b>60</b>	<b>Optional</b>	Internal
<b>30</b>	Organising Events in Sport and Physical Activities	<b>60</b>	<b>Optional</b>	Internal
<b>31</b>	Influence of Technology in Sport and Physical Activity	<b>60</b>	<b>Optional</b>	Internal
<b>32</b>	Sports Performance Analysis	<b>60</b>	<b>Optional</b>	Internal
<b>33</b>	Rules, Regulations and Officiating in Sport	<b>30</b>	<b>Optional</b>	Internal
<b>34</b>	Sport Development	<b>60</b>	<b>Optional</b>	Internal
<b>35</b>	Practical Sports Performance	<b>30</b>	<b>Optional</b>	Internal
<b>36</b>	Functional Sports Massage	<b>60</b>	<b>Optional</b>	Internal

## Set assignment units

This is a summary of the type and availability of set assignment units. For more information, see *Section 5 Assessment structure*, and the units and sample assessment materials.

Unit	Type	Availability
<b>Unit 1: Health, Wellbeing and Sport</b>	<ul style="list-style-type: none"><li>• An assignment set by Pearson and marked by the centre.</li><li>• The advised period is 12 hours.</li></ul>	Two available for each one-year period.
<b>Unit 2: Careers in the Sport and Active Leisure Industry</b>	<ul style="list-style-type: none"><li>• An assignment set by Pearson and marked by the centre.</li><li>• The advised period is 12 hours.</li></ul>	Two available for each one-year period.
<b>Unit 3: Research Project in Sport</b>	<ul style="list-style-type: none"><li>• An assignment set by Pearson and marked by the centre.</li><li>• The advised period is 20 hours.</li></ul>	Two available for each one-year period.

## Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. For more information, please see *Section 4 Planning your programme*.

## 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. 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.

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, it appears on certificates.
<b>Level</b>	All units are at Level 3.
<b>Unit type</b>	This shows if the unit is internal or assessed using a Pearson Set Assignment. See structure information in <i>Section 2 Structure</i> for details.
<b>Guided Learning Hours (GLH)</b>	Units may have a GLH value of 180, 120, 90, 60 or 30. 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>	This is 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 written with learners in mind. It indicates why the unit is important, how learning is structured and how it might be applied when they progress to employment or higher education.
<b>Assessment</b>	For internal set assignment units, this section states whether set assignments are required to be completed.
<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 3: Glossary of terms used</i> .
<b>Summary of unit</b>	This section helps teachers to see at a glance the main content areas given against the learning aims and the structure of the assessment. The content areas and structure of assessment must be covered. The forms of evidence given are suitable to fulfil the requirement.

Section	Explanation
<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.
<b>Assessment criteria</b>	Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion. A full glossary of terms used is given in <i>Appendix 3: Glossary of terms used</i> . All assessors need to understand our expectations of the terms used. Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.
<b>Essential information for assignments</b>	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. For set assignment units, this section will include any conditions for taking the assignment.
<b>Further information for teachers and assessors</b>	This section gives you information to support the implementation of assessment. It is important that this is read carefully alongside the assessment criteria, as the information will help with interpretation of the requirements.
<b>Resource requirements</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 Resources and support</i> .
<b>Essential information for assessment decisions</b>	This section gives guidance on and examples for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard.
<b>Assessment controls</b>	This section gives details of the rules that learners need to abide by when taking the assessment.
<b>Links to other units</b>	This section shows you the main relationships between different units. This helps you to structure your programme and make best use of available materials and resources.
<b>Employer involvement</b>	This section gives you information on the units, which can be used to involve learners with employers. This will help you to identify the kind of involvement that is likely to be most successful.
<b>Opportunities to develop transferable employability skills</b>	This section gives you guidance on how transferable employability skills might be developed in teaching and assessment of the unit.

## Index of units

This section contains all the units developed for these qualifications. Please refer to *pages 8-16* to check which units are available in all qualifications in the sports sector.

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# Unit 1: Health, Wellbeing and Sport

Level: 3

Unit type: Internal set assignment

Guided learning hours: 90

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## Unit in brief

Learners will explore the importance of physical activity and wellbeing on different types of participants. This will include investigating physical and mental health and suggesting ways to improve them.

## Unit introduction

Health and wellbeing is a growing area of importance in the sport and active leisure industry and recently much consideration is being given to the impact that physical and mental health can have on day-to-day living as well as on sport. This is a growth area in the sport and active leisure industry as more individuals recognise the limitations that poor mental and physical health can have on their wellness.

In this unit you will look at the important elements of health and wellbeing and how they influence sport and active leisure in its widest sense. You will gain an appreciation of benchmarks and indicators of good health. These will be supported by an understanding of why governments and international governing bodies of sport are prioritising this area of the sport and active leisure industry. You will also investigate how these factors impact on all stakeholders. You will then be required to apply your knowledge and skills to assess your own health status and that of a chosen individual. Using the information collected you will then identify strategies to improve health and wellbeing.

This unit will help you to progress to employment in the sport and active leisure industry. The unit will also help you to progress to further study in higher education or to professional qualifications in health, wellbeing and sport.

## Assessment

This unit has a set assignment. Learners must complete a Pearson Set Assignment Brief.

## Learning aims

In this unit you will:

- A** Examine the importance of physical activity and sport
- B** Investigate the importance of physical health
- C** Explore mental health and social wellbeing
- D** Undertake health and wellbeing screening and provide feedback to improve health status and encourage participation in sport and active leisure.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Examine the importance of physical activity and sport	<b>A1</b> The different types of active pursuits <b>A2</b> Categories of participants in physical activity and sport <b>A3</b> Benefits of participating in physical activity and sport <b>A4</b> Reasons for providing physical activity and sport	This unit is assessed through a Pearson Set Assignment.
<b>B</b> Investigate the importance of physical health	<b>B1</b> Definition of physical health <b>B2</b> Factors affecting physical health <b>B3</b> Benchmarks of good physical health <b>B4</b> Health monitoring tests	
<b>C</b> Explore mental health and social wellbeing	<b>C1</b> Definition of mental health and social wellbeing <b>C2</b> Factors affecting mental health and social wellbeing <b>C3</b> Signs and symptoms of poor mental health and social wellbeing <b>C4</b> Measuring wellbeing	
<b>D</b> Undertake health and wellbeing screening and provide feedback to improve health status and encourage participation in sport and active leisure	<b>D1</b> Effectively communicating with a client <b>D2</b> Undertaking health and wellbeing testing <b>D3</b> Interpreting results against normative data <b>D4</b> Strategies to improve health status <b>D5</b> Feeding back health status to a client	

## Content

### Learning aim A: Examine the importance of physical activity and sport

#### A1 The different types of active pursuits

- Sport – competitive activities that include physical exertion using skills, techniques and tactics:
  - team games
  - individual sports.
- Physical recreation – activities that are done in leisure time for enjoyment, e.g.:
  - walking
  - cycling.
- Outdoor activities – activities done in the outdoors (or recreation areas) that are adventurous, e.g.:
  - rock climbing
  - mountain biking
  - sailing
  - coasteering
  - kayaking
  - skiing.
- Physical education – activities done in lesson time that teach young people how to do different sports and physical activities, e.g.:
  - national curriculum sports
  - dance.
- Physical fitness – completing activities to increase fitness levels and carry out physical tasks without injury or illness, e.g.:
  - fitness classes
  - yoga
  - Pilates
  - resistance training
  - cardiovascular training
  - CrossFit/functional training.

#### A2 Categories of participants in physical activity and sport

- Young people.
- People over fifty.
- People with a medical condition.
- People at risk of social isolation.
- People with a disability.
- People at risk of offending.
- People from different ethnic/cultural backgrounds.

### **A3 Benefits of participating in physical activity and sport**

- Physical health:
  - healthy heart
  - appropriate body fat ratio
  - use of muscle to maintain strength and prevent degeneration
  - metabolic rate.
- Mental health:
  - mental wellbeing
  - self-esteem
  - self-confidence
  - decrease in loneliness
  - increase in social wellbeing.

### **A4 Reasons for providing physical activity and sport**

- Social:
  - health agendas
  - community cohesion
  - reduce crime and anti-social behaviour
  - employment opportunities
  - alleviate work pressures and reduce work-place stress.
- Financial:
  - profit
  - reduced cost to health services
  - tourism
  - sales of sports goods.
- Environmental:
  - keep recreational spaces for leisure purposes
  - use natural spaces for recreation.
- Historical:
  - national pride
  - patriotism.

## **Learning aim B: Investigate the importance of physical health**

### **B1 Definition of physical health**

- Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity (World Health Organization).
- Physical health – the ability of the body to function effectively.
- Indicators of good physical health:
  - moving freely
  - ability to conduct day-to-days tasks, e.g.:
    - walking up and down stairs
    - putting the rubbish out
    - cleaning
  - free of non-sport specific aches and pains
  - good balance.

**B2 Factors affecting physical health**

- Physical activity levels.
- Medical conditions.
- Diet.
- Stress.
- Lifestyle.
- Consumption of alcohol and/or illegal drugs.
- Smoking.
- Work – sedentary or active role.
- Education levels.
- Relationships.

**B3 Benchmarks of good physical health**

- Health monitoring tests with normative data:
  - blood pressure
  - resting heart rate
  - body fat measurement:
    - total body mass
    - BMI – height and weight
    - Body composition – proportion of fat and fat-free mass.
- Physical activity levels – meeting national guidelines for age categories where guidance is available.
- Alcohol consumption – guidelines of a certain number of units per week (where appropriate to the culture of the country).
- Hours spent sleeping and sleep patterns.
- Diet and hydration levels – kilocalorie consumption and minimum fluid intake.

**B4 Health monitoring tests**

- Blood pressure.
- Heart rate monitor – radial/carotid pulse.
- Hip-to-waist ratio.
- BMI calculation.
- Bioelectrical impedance.
- Health screening questionnaire:
  - alcohol consumption
  - typical daily diet
  - fluid consumption
  - sleep
  - physical activity.

## **Learning aim C: Explore mental health and social wellbeing**

### **C1 Definition of mental health and social wellbeing**

- Mental health – emotional wellbeing and resilience to adversity.
- Social wellbeing – the ability to function in society and form relationships.
- Indicators of good mental health:
  - ability to engage in conversation
  - ability to get out of bed in the morning
  - ability to cope with change
  - ability to maintain positive personal relationships
  - maintaining normal sleep patterns
  - awareness of mood state.

### **C2 Factors affecting mental health and social wellbeing**

- Childhood abuse, trauma, or neglect.
- Social isolation or loneliness.
- Experiencing discrimination and stigma.
- Social disadvantage, poverty or debt.
- Bereavement – losing someone close.
- Severe or long-term stress.
- Having a long-term physical health condition.
- Unemployment or losing your job.
- Homelessness or poor housing.
- Being a long-term carer for someone.
- Drug and alcohol misuse.
- Domestic violence, bullying or other abuse as an adult.
- Significant trauma as an adult, e.g.:
  - military combat
  - being involved in a serious incident in which you feared for your life
  - being the victim of a violent crime.

### **C3 Signs and symptoms of poor mental health and social wellbeing**

- Decreased personal interests.
- Reduced motivation.
- Depression.
- Anxiety.
- Decrease in self-confidence and self-esteem.
- Difficulties in personal relationships.
- Increased emotional stress.
- Increased irritability and lack of patience.
- Increased substance abuse.
- Reduced sleep or negative sleep patterns.
- Poor hygiene.
- Unenforced poor diet including negative calorie intake or poor food choices.

#### **C4 Measuring wellbeing**

- Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) or relevant national wellbeing measurement methods/questionnaires/scales.
- One-to-one discussion:
  - health professionals:
    - doctors
    - psychologists
    - counsellors
  - significant others:
    - family
    - partners
    - teachers
    - friends/peers
    - community/religious leaders
    - coaches.
- Lifestyle indicators:
  - consistency of emotions
  - emotional resilience
  - desire to succeed
  - open communication
  - social interactivity
  - health status
  - ability to cope with change
  - self-care/reflection
  - workplace health.

#### **Learning aim D: Undertake health and wellbeing screening and provide feedback to improve health status and encourage participation in sport and active leisure**

##### **D1 Effectively communicating with a client**

- Types of communication:
  - verbal
  - non-verbal.
- Building a rapport to put client at ease.
- Using conversation to engage a client.
- Sensitivity during health testing and difficult conversations.
- Assessing the facts and asking extension questions.

##### **D2 Undertaking health and wellbeing testing**

- Using customer service skills:
  - clear communication
  - attentiveness
  - use of positive body language
  - friendliness
  - responsiveness
  - knowledge of the tests and procedures
  - consideration of cultural norms and respecting them during the testing process.

- Conducting mental health and wellbeing assessments:
  - client consultation
  - questioning
  - listening
  - non-verbal communication
  - client confidentiality
  - informed consent.
- Administering physical tests:
  - pre-test procedures
  - maintaining clients' dignity
  - same-sex testing
  - test sequence
  - test protocols
  - health and safety
  - recording test results
  - reasons to terminate a fitness test.

### **D3 Interpreting results against normative data**

- Compare and make judgements against population norms.
- Accepted health ranges and national guidelines.
- Zones of tolerance.
- Medical referral.

### **D4 Strategies to improve health status**

Improving health status through participation in sports and active leisure.

- Physical activity guidelines:
  - meeting national guidelines (where they exist)
  - fat burning activities
  - national or local initiatives designed to increase physical activity.
- Being outdoors.
- Relaxation techniques.
- Yoga and Pilates.
- Diet change.
- Counselling.

### **D5 Feeding back health status to a client**

- Appropriate choice of location to feed back.
- Use of positive body language.
- Use of graphs to give a visual representation of health status.
- Choice of verbal or written feedback.
- Test scores and comparisons to national data.
- Identification of strengths and areas for improvement.
- Making links to physiological and psychological factors.
- Giving suitable recommendations to improve health status.



## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the importance of physical activity and sport</b>		<b>A.D1</b> Evaluate the reasons for providing different activities in a local area, recommending effective ways of engaging more participants.
<p><b>A.P1</b> Explain the different types of physical activities provided in a local area and the benefits of participating in each.</p> <p><b>A.P2</b> Explain the reasons for providing different types of physical activities for different participants.</p>	<p><b>A.M1</b> Analyse the ways different activities can benefit different groups of participants in a local area.</p>	
<b>Learning aim B: Investigate the importance of physical health</b>		<b>BC.D2</b> Evaluate own current physical and mental health and the potential impact if improvements are not made.
<p><b>B.P3</b> Explain physical health and the factors that can affect good physical health.</p> <p><b>B.P4</b> Use national physical health benchmarks and the health monitoring tests to assess own physical health.</p>	<p><b>B.M2</b> Analyse own physical health and explain strengths and areas for improvement, comparing to national normative data.</p>	
<b>Learning aim C: Explore mental health and social wellbeing</b>		
<p><b>C.P5</b> Explain mental health and social wellbeing and the factors that can affect mental health.</p> <p><b>C.P6</b> Explain the signs and symptoms of poor mental health, using appropriate methods to assess own mental health.</p>	<p><b>C.M3</b> Analyse own mental health, identifying strengths and areas for improvement.</p>	
<b>Learning aim D: Undertake health and wellbeing screening and provide feedback to improve health status and encourage participation in sport and active leisure</b>		<b>D.D3</b> Evaluate the health and wellbeing of a client, providing strategies to increase health status.
<p><b>D.P7</b> Effectively communicate with a client to undertake health and wellbeing screening.</p> <p><b>D.P8</b> Feedback the results of health and wellbeing screening to a client in an effective manner, describing strengths and areas for improvement.</p>	<p><b>D.M4</b> Analyse the strengths and areas for improvement, using information from the client's health and wellbeing screening.</p>	

## Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

## Further information for teachers and assessors

### Resource requirements

There are no special resources needed for this unit.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard**, learners will discuss the reasons for providing the activities they have highlighted within their local area. They will make clear and appropriate links with different types of participants and how they will benefit physically and mentally. They will then recommend ways of engaging more participants within their local area. Their suggestions should be realistic and based on identified areas for improvement.

**For Merit standard**, learners should be able to link categories of participants with different types of active pursuits and highlight which ones would benefit most from different types of activities. They will discuss the benefits for physical and mental health of the participants taking part in regular activity. These will be linked to the local area and the demographic of that area.

**For Pass standard**, learners should draw from physical activities provided within their local area. They should discuss sports, physical recreation, outdoor activities, physical education and physical fitness activities that are close to them. Learners should discuss the different types of active pursuits as described in the unit content – a minimum of one from each category. For each type of active pursuit they should link to relevant benefits of participating in the activity. The benefits should link to both physical and mental health. Learners will explain social, financial, environmental and historical reasons for providing different types of physical activities. Each one of these reasons will be linked to a category of participants to identify how the reasons improve quality of life for that group.

#### Learning aims B and C

**For Distinction standard**, learners will use the information from the physical and mental health testing to create an overall picture of health and wellbeing for themselves. Using their identified areas for improvement, learners should discuss the potential impact of not changing any areas for improvement. The identified areas should be based on performance, general fitness and day-to-day living. Where an individual is an elite performer, they should identify the consequences for their professional life.

**For Merit standard**, learners will use their physical health data to identify strengths and areas for improvement. Each of the strengths and areas for improvement should be linked to the impact on their physical health and compared to national normative data where it exists. This should allow them to give an overall appraisal of their current physical health. Learners will use the results of the mental health screening to explain their personal strengths and areas for improvement in mental health. They should discuss how each of their areas for development may impact on general and specific situations within their life.

**For Pass standard,** learners will define physical health and describe the indicators of good health. They should then discuss factors which will affect physical health and give examples of the impact on a person's life. Learners should use the specified health screening methods to review their own physical health. They should create a results sheet which identifies their screening outcomes and they should compare the national normative data where it exists. Learners should define mental health and social wellbeing discussing the indicators of good mental health. They should then go on to identify factors that affect mental health and social wellbeing and explain the impact that these can have on an individual's whole life. Learners should use specified measures of wellbeing to explain the signs and symptoms of poor mental health. They should then measure their own wellbeing to give a picture of their current mental health and social wellbeing.

### Learning aim D

**For Distinction standard,** learners will review all of the information they have collected about their client and evaluate the main priorities for change. This can be drawn from either physical or mental health screening depending on the greatest areas for improvement of their client. For the major areas of change the learners should suggest appropriate and realistic strategies for their client to improve. These strategies should be based on short-term fixes as well as long-term lifestyle changes that will impact on physical and mental health over a lifetime.

**For Merit standard,** learners will use the client data from the physical and mental health screening process to analyse their client's strengths and areas for improvement. They will make clear links to the impact on lifestyle and general wellbeing to reinforce their points. They should discuss the impact of not changing activities on their physical and mental health.

**For Pass standard,** learners will select an appropriate client to work with during the practical aspects of the physical and mental health screening. During the physical and mental health screening, learners should effectively communicate with the client and demonstrate this. Learners will conduct physical health and mental health screening to gain data from their client. Following the practical screening section learners will interpret the results they have gained from their clients. Where there is normative data, they should assess their client against this. Where this does not exist, they should evaluate the responses from their clients to assess positive areas of physical and mental health and areas that require improvement. Using the information gained learners should identify strategies to improve their client's health status. These should be relevant to their clients. For example, if their client is a professional sports performer their discussions could be linked to a professional sports environment rather than general wellbeing. Learners can present their feedback verbally or in written format. If the feedback is completed verbally learners should be recorded during this activity. In the feedback learners should clearly tell their clients what they believe their strengths and areas for improvement are.

## **Assessment controls**

**Time:** this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

**Supervision:** you should be confident of the authenticity of learner's work. This may mean that learners be supervised.

**Resources:** all learners should have access to the same types of resources to complete the assignment.

**Research:** learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

## **Links to other units**

This unit links to:

- Unit 9: Nutrition for Physical Activity and Exercise
- Unit 15: Developing Coaching Skills
- Unit 16: Applied Coaching Skills
- Unit 24: Applied Sports Anatomy and Physiology
- Unit 28: Fitness Training.

## **Employer involvement**

Centres can 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.

## **Opportunities to develop transferable employability skills**

Besides the specialist subject knowledge gained through the study of this unit, learners will also have the opportunity to develop transferable employability skills:

- organisational
- problem solving
- communication
- critical thinking
- initiative and enterprise.

## Unit 2: Careers in the Sport and Active Leisure Industry

Level: 3

Unit type: Internal set assignment

Guided learning hours: 90

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### Unit in brief

Learners develop an understanding of careers in the sport and active leisure industry, and skills, knowledge and behaviours for employment in the industry.

### Unit introduction

The sport and active leisure industry is constantly changing and growing with many different opportunities for employment. For a successful career it is vital to understand the behaviours, values, skills and techniques required to apply for one of these opportunities.

In this unit you will gain an understanding of the organisation of the sport and active leisure industry in your country and research different careers in the public, private and voluntary sectors, and examine the qualifications, skills and experiences required to pursue each career. You will undertake an application and interview process for a selected career pathway, drawing on knowledge and skills from across the qualification to identify your own strengths and areas for development. 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 sport and active leisure industry.

This unit will provide you with the skills and knowledge required to apply for a career in the sports industry. You may choose to progress into employment immediately after completing this course or after you have completed further study (higher education), by developing your understanding of investigation, career planning and awareness of the skills and qualities that are required to be mastered to pursue employment in the sports and active leisure industry.

### Assessment

This unit has a set assignment. Learners must complete a Pearson Set Assignment Brief.

### Learning aims

In this unit you will:

- A** Examine the organisation of the sport and active leisure industry and its provision in your country
- B** Investigate careers in the sport and active leisure industry
- C** Explore recruitment processes for a job role in the sport and active leisure industry
- D** Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<p><b>A</b> Examine the organisation of the sport and active leisure industry and its provision in your country</p>	<p><b>A1</b> Organisation and structure of sport and active leisure in your country</p> <p><b>A2</b> Scope and provision of the sport and active leisure industry</p> <p><b>A3</b> Participation in sport and active leisure</p>	<p>This unit is assessed through a Pearson Set Assignment.</p>
<p><b>B</b> Investigate careers in the sport and active leisure industry</p>	<p><b>B1</b> Careers and job roles in the sport and active leisure industry</p> <p><b>B2</b> Health and safety at work and employment law</p> <p><b>B3</b> Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure</p>	
<p><b>C</b> Explore recruitment processes for a job role in the sport and active leisure industry</p>	<p><b>C1</b> Personal skills audit for a career in the sport and active leisure industry</p> <p><b>C2</b> Job application processes in the sport and active leisure industry</p> <p><b>C3</b> Interview skills required to obtain a career in the sport and active leisure industry</p>	
<p><b>D</b> Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry</p>	<p><b>D1</b> Review and self-evaluation during the application and interview process</p> <p><b>D2</b> Personal development planning for the short, medium and long-term future</p>	

## Content

### Learning aim A: Examine the organisation of the sport and active leisure industry and its provision in your country

#### A1 Organisation and structure of sport and active leisure in your country

- Organisation:
  - sports participation and sports development
  - funding
  - grass roots development
  - professional sports performers' participation.
- Sectors in the industry:
  - public
  - private
  - voluntary sector
  - public/private partnerships.
- Structure of sport in your country.
- International Sports Federations:
  - International Cricket Council
  - FIFA
  - International School Sport Federation
  - Global Association of International Sports Federations
  - International Association of Athletics Federations
  - FINA
  - International Hockey Federation
  - International Handball Federation
  - FIBA
  - Fédération Internationale de Volleyball
  - International Tennis Federation
  - Badminton World Federation
  - International Canoe Federation
  - World Taekwondo Federation
  - International Triathlon Union
  - International University Sports Federation
  - International Skating Union
  - Union Internationale de Pentathlon Moderne (UIPM)
  - International Table Tennis Federation
  - International Federation for Equestrian Sports
  - International Boxing Association
  - Union Cycliste Internationale (UCI)
  - World Sailing.
- Association of IOC-recognised International Sports Federations.
- International World Games Association.
- International Olympic Committee.
- International Paralympic Committee.
- National governing bodies:
  - local and regional governing bodies/federations
  - local sports clubs.

## **A2 Scope and provision of the sport and active leisure industry**

This can include remote areas of the geographical location of different countries, e.g. where there are a number of islands or a broad diversity of infrastructure which will affect the provision and accessibility of sports and active leisure.

- The size, breadth and geographic spread of the sports and active leisure industries, locally and nationally and factors that affect sports provision and employment opportunities.
- Sport and active leisure industry data, economic significance, number of jobs.
- Geographical factors:
  - location
  - environment
  - infrastructure
  - population.
- Socio-economic factors:
  - wealth
  - employment
  - history
  - culture
  - fashion and trend.
- Seasonal factors, e.g.:
  - swimming pools that only open in the summer
  - religious festivals
  - summer camps
  - holiday sports clubs
  - competition seasons
  - training camps.

## **A3 Participation in sport and active leisure**

Different countries will have different levels of participation across the population.

- Types of participants and target populations, e.g.:
  - women
  - older adults
  - young people
  - social inclusion groups
  - low socio-economic groups
  - people with seen and unseen disability
  - LGBTi
  - ethnic groups.
- Reasons for participation:
  - physical health
  - mental health
  - preventing obesity
  - social inclusion
  - enjoyment
  - leisure activity
  - improving sporting performance
  - attending events run and supported by the government, e.g. agenda of a healthy nation via physical activity and sport.



- Barriers to participation, e.g.:
  - time
  - resources
  - fitness
  - ability
  - lifestyles
  - medical conditions
  - gender
  - race
  - religion.

## **Learning aim B: Investigate careers in the sport and active leisure industry**

### **B1 Careers and job roles in the sport and active leisure industry**

- Job roles.
- Coaching.
- Exercise and fitness.
- Sports development, e.g.:
  - sports development officer
  - community and events coordinator
  - sports administrator.
- Leisure management, e.g.:
  - facility management
  - grounds keeping
  - activity coordinator
  - leisure sector:
    - management
    - lifesaving
    - facilities management/maintenance
    - health and safety
    - customer service
    - marketing and promotion
    - finance
    - management activities.
- Sports journalism.
- Sport and exercise science, e.g.:
  - nutritionist
  - sport psychology
  - sports therapy and injury management in sport performance
  - performance analysis
  - exercises physiologist.

- Career pathways – progression routes and successive jobs in different pathways:
  - Exercise and fitness:
    - fitness instructor
    - personal trainer
    - strength, and conditioning coach
  - coaching:
    - sports specific
    - specific groups
    - working with children
  - education pathways:
    - industry specific qualifications
    - job specific qualifications
    - higher education.
- Job descriptions and personal specifications for sports industry jobs.
- Local employers:
  - public
  - private
  - voluntary
  - 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 and active leisure sectors and career pathways, locally and nationally:
  - full time
  - part time
  - fixed-term contract
  - self-employment
    - independent
    - subcontracted
  - zero-hours contract
  - apprenticeships.

## **B2 Health and safety at work and employment law**

- Health and safety at work legislation.
- International Labour Organisation (ILO).
- Institution of Occupational Safety and Health.
- International Institute of Risk and Safety Management.
- World Anti-Doping Agency.
- Employment legislation.
- Contracts of employment.
- Termination of contract and notice period.

- Wages:
  - national minimum wage
  - living wage.
- Working time regulations.
- Dismissal.
- Appeals procedures.
- Representation and trade unions.

### **B3 Safeguarding and protection of children and vulnerable adults in sport and active leisure**

- Safeguarding – a set of actions, measures and procedures taken to ensure all children and vulnerable adults are kept safe from harm, abuse, neglect or exploitation while under care.
- People that safeguarding applies to:
  - children – any person under the age of 18
  - vulnerable adults – individuals aged 18 or over that may need community care services for mental illness or another disability, or have an illness that means they are not able to take care of themselves or not able to protect themselves against significant harm or serious exploitation.
- Safeguarding and protecting children legislation relevant to the country.
- Types and indicators of abuse:
  - physical
  - emotional
  - sexual
  - neglect.
- Appropriate behaviour around children and vulnerable adults, inappropriate behaviour around children and vulnerable adults.
- Poor practice – the behaviour of an employee that may cause distress to a child and vulnerable adults.
- Procedures to follow if safeguarding or child protection concerns are noted.
- Procedures to follow responding to a disclosure.
- Organisation policies and procedures for safeguarding and protecting children and vulnerable adults.
- Support on safeguarding and protecting children:
  - Child Protection in Sport
  - Keeping Children Safe
  - UNICEF
  - government – local and national
  - police.
- Scope of own role and others in safeguarding and protecting children:
  - keeping up to date with latest best practice
  - promoting and sharing best practice with other agencies.

- Ways to develop an effective safeguarding culture in an organisation:
  - communication strategies
  - keeping up to date with best practice
  - Industry standards – safeguarding, codes of practice, e.g.:
    - Register of Exercise Professionals (REPs)
    - international policies and procedures relevant to your country
    - organisational policies and procedures
    - checks for individuals working with others, e.g. children.

## **Learning aim C: Explore recruitment processes for a job role in the sport and active leisure industry**

### **C1 Personal skills audit for a career in the sport and active leisure industry**

- Job description:
  - duties and responsibilities
  - qualities
  - qualifications
  - skills
  - behaviours and experience required
  - safeguarding requirements.
- Producing a personal skills audit against a selected career pathway.
- Interests and accomplishments.
- Qualities:
  - reliability
  - organisational skills
  - commitment
  - resilience
  - empathy.
- Basic skills:
  - literacy
  - numeracy
  - IT.
- Experience, sporting, leadership, employment, job related employment, volunteer work, travel.
- Qualifications:
  - educational
  - sector specific
  - role specific.
- Generic employability skills:
  - teamwork
  - cooperation
  - communication
  - problem solving.
- Specific technical skills, coaching, instructing, leading, working with specific groups.
- SWOT (strengths, weaknesses, opportunities, threats) analysis.
- Planning personal development towards a specific career in the sports industry.

- Using personal skills audit to produce an action plan towards a sports and recreation industry career.
- Identification of key timescales:
  - short – next two years
  - medium – two-five years
  - long-term – 5-10 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.

## **C2 Job application processes in the sport and active leisure industry**

- Selection of a job role in a suitable career pathway, identified from skills audit and career development action plan.
- A job advertisement with suitable examples of where it could be placed.
- Job analysis.
- Job description.
- Person specification.
- Application form.
- CV/resume.
- Letter of application.
- Consideration of professional and personal social media.

## **C3 Interview skills required to obtain a career in the sport and active leisure industry**

- Interview process.
- Formal interview.
- Activities to complete as part of an interview:
  - presentation
  - meeting with key staff
  - micro coach
  - coaching session
  - activities:
    - timed activities
    - case studies
    - inbox activities
    - speed dating.

- Communication skills required for interview situations:
  - body language
  - listening skills
  - professional approaches
  - formal language.
- Skills and attitudes of interviewee:
  - role play
  - appearance
  - responding to questions
  - presentation skills.
- Career pathway-specific technical knowledge/skills displayed, e.g.:
  - coaching
  - instructing.

### **Learning aim D: Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry**

#### **D1 Review and self-evaluation during the application and interview process**

- Individual appraisal of own roles throughout the application and interview process.
- Review of communication skills.
- Review of organisational ability.
- Assessment of how the skills acquired support the development of employability skills.

#### **D2 Personal development planning for the short, medium and long-term future**

- Strengths and areas for development; application and interview process.
- Review of how effective the process was and how learners feel they may need to develop.
- Skill development to be able to conduct and participate in interviews more effectively.
- Personal Development Plan:
  - areas for development
  - skill development
  - qualifications
  - experiences
  - targets and timescales:
    - short
    - medium
    - long.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the organisation of the sport and active leisure industry and its provision in your country</b>		
<p><b>A.P1</b> Explain the organisation and structure of the sport and active leisure industry.</p> <p><b>A.P2</b> Explain the scope and provision of sport and active leisure.</p> <p><b>A.P3</b> Explain the reasons for and barriers to participation in the sport and active leisure industry.</p>	<p><b>A.M1</b> Analyse the organisation, structure, scope and provision of sport and active leisure.</p> <p><b>A.M2</b> Analyse reasons for and barriers to participation in the sport and active leisure industry.</p>	<p><b>A.D1</b> Evaluate the impact of the organisation, provision and participation in the sport and active leisure industry, suggesting ways to improve participation.</p>
<b>Learning aim B: Investigate careers in the sport and active leisure industry</b>		
<p><b>B.P4</b> Explain different careers in the sport and active leisure industry.</p> <p><b>B.P5</b> Explain the impact of health and safety at work on the sport and active leisure industry.</p> <p><b>B.P6</b> Explain the importance of strategies in organisations that safeguard and protect children and vulnerable adults.</p>	<p><b>B.M3</b> Compare the different careers in the sports and active leisure industries and the impact of health and safety at work.</p>	<p><b>B.D2</b> Analyse the relevance of personal career choices in the sport and active leisure industry, justifying your choice.</p>

Pass	Merit	Distinction
<b>Learning aim C: Explore recruitment processes for a job role in the sport and active leisure industry</b>		<b>CD.D3</b> Evaluate own performance in the recruitment process drawing justified and reasoned conclusions for future personal career development.
<b>C.P7</b> Complete personal skills audit which identifies own suitability for a selected sports job.	<b>C.M4</b> Participate in a selection interview process and provide analytical responses to allow assessment of skills and knowledge.	
<b>C.P8</b> Complete the application process for your chosen career in sport and active leisure.		
<b>C.P9</b> Participate in a selection interview.		
<b>Learning aim D: Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry</b>		
<b>D.P10</b> Review own strengths and areas for development in response to feedback on own performance in the recruitment activities.	<b>D.M5</b> Plan personal development, reflecting on the results of the recruitment process and own performance to explain improvements.	

## Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.



## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to the most up-to-date information on sports and organisations that they will be researching. Learners must also have access to a range of current sports industry career pathway information from websites and printed resources.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard,** learners will draw on varied information to consider aspects such as strengths or weaknesses of the organisation and structure of the sport and active leisure industries, using specific sports and local/national examples. Learners may also use examples from their personal experiences to support their answers. Learners' inquiry should lead to a supported judgement showing relationship to the scope and provision, the target populations and barriers to participation and the impact these can have on sporting organisations and structures. Learners should suggest strategies that could be implemented to overcome barriers which prevents participation.

**For Merit standard,** learners will present the outcome of methodical and detailed examination by breaking down the organisation and structure of the sport and active leisure industry, using specific sports and local/national examples, in order to interpret and study the interrelationships between the parts. Learners may also use examples from their personal experiences to support their answers. Learners will look at information or data to interpret and study key trends and interrelationships of participation levels and spectatorship in a selected sport, including barriers to participation and spectatorship and these issues.

**For Pass standard,** learners will show clear details and give evidence to support a view on the organisation and structure of the sport and active leisure industry. Learners could show how conclusions are drawn. Learners are able to show that they comprehend the functions and objectives of each of the key organisations, including their roles and responsibilities in the organisation of sport. They should also make links to international organisations which influence the organisation of sport. Learners will need to give reasons for the impact of contemporary issues on sport participation levels in the country.

#### Learning aim B

**For Distinction standard,** learners will draw on varied information to consider different careers in the sport and active leisure industry. Learners' inquiry should lead to a supported judgement showing research into career opportunities that are relevant and appropriate.

**For Merit standard,** learners will identify the main factors relating to the required pathways into each of the three career pathways selected that is extended to show clear details and give evidence to support the similarities, differences, advantages and disadvantages. Learners will consider required experiences, qualifications and CPD that need to be carried out to be a realistic applicant for one of the selected careers. They will also consider legislation and the relevant health and safety requirements impacting on each career choice.

**For Pass standard**, learners will show clear details and give evidence to support a view on job roles from the public, private and voluntary sectors. The jobs selected should reflect career ambitions for learners in terms of job requirements, roles and responsibilities. For each of the selected job roles, learners can show that they comprehend what behaviours, values, skills, and experiences would be required to pursue a career in the selected careers.

Learners are required to consider formal qualifications and experiences that would support them to further their opportunities to obtain one of their selected positions. Learners will consider legislative factors and the health and safety requirements. Learners should include information on the chosen organisations safeguarding strategies that protect children and vulnerable adults.

### Learning aims C and D

**For Distinction standard**, learners will produce a methodical and detailed evaluation of their current skills, and provide a detailed rationale as to what they need to do to further prepare themselves for the application and interview process for a career in the sport and active leisure industry. Learners will refer to their skills audit when justifying their short, medium and long-term career aspirations. Learners will have a contingency plan for what they will do, should they not be able to pursue their first-choice career.

**For Merit standard**, learners will compare their skills against a career in the sport and active leisure industry that they aspire to work towards and one which they feel they could apply for on completion of their most recent programme of study. During the interview process learners will demonstrate their ability to effectively apply themselves demonstrating their skills and abilities. Learners are expected to demonstrate confidence throughout the interview process. Learners are required to analyse their performance throughout the application and interview process, and outline what they did well and what areas they would need to develop when applying for careers in the sport and active leisure industry in the future. Learners should explain how each of their chosen targets for the short, medium and long-term will support their development towards each of their chosen career pathways. Learners will be required to produce an action plan that outlines these targets.

**For Pass standard**, learners will complete a skills audit, outlining the qualifications, skills, and experiences that they have obtained to date. Learners will be required to complete an application and interview process for an appropriate career that they would be able to apply for on completion of their current programme of study. On completion of the application and interview, learners are required to explain their strengths and areas for development for each of these stages of the process of application for a career in the sports industry. Learners will outline which qualifications, skills, and experiences they need to develop to be able to apply for each of their chosen career pathways in the short and medium-term. Learners will also be required to complete an action plan which identifies what they need to do to pursue each of their chosen career options in the short, medium- and long-term. Learners will be required to produce an action plan that outlines these targets. Learners will participate in a selection interview and afterwards review their strengths and areas for development in response to feedback on their performance in the recruitment activities.

## Assessment controls

**Time:** this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

**Supervision:** you should be confident of the authenticity of learner's work. This may mean that learners be supervised.

**Resources:** all learners should have access to the same types of resources to complete the assignment.

**Research:** learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

## Links to other units

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 3: Research Project in Sport
- Unit 5: Self-employment in Sport and Physical Activity
- Unit 15: Developing Coaching Skills
- Unit 16: Applied Coaching Skills.

## Employer involvement

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

- links with a wide cross-section of businesses with diverse sporting professions, such as local authority leisure centres, private health clubs, sports development organisations, outdoor adventure centres and voluntary sports clubs
- talks from employees with contrasting roles from different organisations
- site visits to businesses in the sport and active leisure industry
- links with the careers service who could provide advice on the job market, as well as the skills required when applying for a job.

## Opportunities to develop transferable employability skills

Learners studying this unit will develop a range of transferrable skills:

- teamwork
- working on their own initiative
- problem solving
- business skills
- planning
- presentation
- evaluation skills.

All these skills will be invaluable to learners in their future study and career opportunities.



## Unit 3: Research Project in Sport

Level: 3

Unit type: Internal set assignment

Guided learning hours: 120

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### Unit in brief

Learners propose and undertake research in a sport context.

### Unit introduction

Improving overall performance in sport is a key focus for many sports participants and they rely on information from current research and investigation to do so. Whether trying to engage the community in being more active, developing new tactics and techniques, or trying to improve overall performance, there are always opportunities for development through questioning, testing established practice, assessing current information and then applying the findings to current skills and knowledge.

In this unit, you will develop broad research skills, including the knowledge, understanding and professional behaviour required for independent investigations in sport. Research skills include problem solving, critical thinking and analytical skills. You will develop these skills by searching, selecting and reviewing relevant current literature and then producing a research rationale that will help form the basis of a research proposal in response to a theme and related topics. You will then develop an experimental hypothesis or specific research aims of your chosen methodology in a named population. Planning, managing and carrying out a research project involves a broad range of transferable skills that are highly valued in higher education and employment.

You will carry out your investigation safely and ethically, following the appropriate ethical guidelines. You will use techniques for analysing and interpreting the data in order to draw conclusions. You will consider the impact of your findings and how they contribute to knowledge and practice in sport.

After completing this unit you will be able to propose and undertake independent research within a range of careers or progress on to study in higher education.

**Please note: this unit can be taken in the second year of a study programme only.**

### Assessment

This unit has a set assignment. Learners must complete a Pearson Set Assignment Brief.

## Learning aims

In this unit, you will:

- A** Investigate different types of research methods and current trends in sports and exercise
- B** Propose a research project in sport
- C** Apply investigation skills for a research project in sport
- D** Draw conclusions from a research project in sport.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Investigate different types of research methods and current trends in sports and exercise	<b>A1</b> Research purpose and methods <b>A2</b> Literature search <b>A3</b> Review of the literature	This unit is assessed through a Pearson Set Assignment.
<b>B</b> Propose a research project in sport	<b>B1</b> Creating a proposal and forming research question, aims or hypothesis <b>B2</b> Data collection for research <b>B3</b> Validity and reliability in research	
<b>C</b> Apply investigation skills for a research project in sport	<b>C1</b> Applying research practice principles to an investigation	
<b>D</b> Draw conclusions from a research project in sport	<b>D1</b> Interpreting data and information <b>D2</b> Drawing conclusions <b>D3</b> Presenting information	

## Content

### Learning aim A: Investigate different types of research methods and current trends in sports and exercise

#### A1 Research purpose and methods

- Purpose of research in sport.
- Research traditions – positivist, interpretative, pragmatic approaches, causality.
- Types of research designs: primary, secondary, quantitative, qualitative, mixed methods.
- Deductive and inductive approaches.

#### A2 Literature search

- Purpose of a literature review.
- Sources of literature:
  - sources of evidence, primary and secondary sources, peer-reviewed journal articles, thesis and dissertations, conference literature, reports, textbooks, websites, internet
  - library databases/catalogues/internet subject gateways
  - searching for the literature
    - search engines
    - academic databases
    - Boolean searches
    - advanced searches.
- Referencing:
  - citations
  - Harvard system
  - Vancouver style
  - bibliographical software packages.
- Selection of the literature:
  - key search terms used
  - inclusion and exclusion criteria of research sources
  - snowball technique
  - saturation of authors
  - currency of research, ideally within the last 10 years.

#### A3 Review of the literature

- Assessing literature:
  - introducing the literature
  - authors, vested interests of researchers, declared interests
  - date of publication
  - clear abstract
  - methods used to conduct the research across literature; time frames
  - populations included and excluded, sizes of samples
  - strengths and weaknesses of each selected piece of literature
  - common trends across the literature, generalised results
  - conclusions.



## Learning aim B: Propose a research project in sport

### B1 Creating a proposal and forming research question, aim or hypothesis

- Rationale – purpose and significance of the research question, aim or hypothesis.
- Benefits of the proposed research:
  - performance enhancement
  - designs or use for sports technology
  - personal progression/improvement
  - contributing to knowledge and understanding
  - sports development.
- Defining a hypothesis and null hypothesis or research aim relating to sport.
- Research design:
  - descriptive, such as a case study, naturalistic observation, survey
  - correlation, such as a case-control study or observation
  - experimental, such as field experiment, quasi-experiment
  - safety considerations.
- Sampling strategies – random, stratified random, cluster, systematic.
- Ethics, informed consent, confidentiality and impartiality.
- Pilot study.

### B2 Data collection for research

- Data-collection techniques:
  - qualitative – observations, interviews, questionnaires, focus groups and surveys
  - case study, ethnographies and oral history
  - quantitative – laboratory-based, field-based, questionnaire.
- Consideration of data classifications to collect:
  - discrete
  - nominal
  - ordinal.

### B3 Validity and reliability in research

- Selecting research methods that will provide the most valid and reliable results:
  - validity, accuracy and measuring of relevant variables, e.g.
    - construct validity
    - criterion validity, concurrent and predictive
    - internal validity
    - external validity and ecological validity
    - precision
    - reliability
    - dependable
    - repeatable
    - predictable
    - triangulation of data
    - outliers.

## **Learning aim C: Apply investigation skills for a research project in sport**

### **C1 Applying research practice principles to an investigation**

- Project management:
  - managing participants
  - communication
  - keeping records of project milestones
  - note taking
  - problem solving
  - scheduling and timekeeping
  - contingency and remedial actions.
- Professional behaviours:
  - honesty, integrity and impartiality
  - punctuality
  - empathy and active listening
  - data protection and confidentiality.
- Investigation practice:
  - selecting information and data from appropriate sources
  - use of relevant processes and methods
  - operation and maintenance of instrumentation, materials and equipment
  - risk assessments and management
  - recording results with accuracy and precision
  - checking data for accuracy
  - tallying results.

## **Learning aim D: Draw conclusions from a research project in sport**

### **D1 Interpreting data and information**

- Data reduction and coding for simplifying results, e.g. open, axial, selective.
- Quantitative data analysis:
  - organising data, quantitative data, e.g. range, rank order, frequency
  - calculation – mean, median, mode and standard deviation
  - visualising information – distribution curves and correlation
  - inferential statistics, correlation and association of information
  - meaning and relevance of statistics (percentage change, effect size).
- Qualitative data analysis:
  - steps
  - organisation
  - coding – thematic, descriptive, in-vivo, pattern
  - validation
  - points of focus, e.g. content, attitude, actual versus hypothetical experience
  - types of qualitative analysis, e.g. content, narrative, discourse, framework, grounded.

**D2 Drawing conclusions**

- Interpreting data, finding patterns and relationships.
- Triangulating and member checking.
- Relating data to original research question, aims or hypothesis.
- Considering issues with the research that would impact validity, reliability, precision and accuracy.
- Alternative readings and perspectives.

**D3 Presenting information**

- Visual information diagrams.
- Formats relevant to the project.
- Organising information.
- Structured arguments and sections.
- Key information and background.
- Conclusions.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate different types of research methods and current trends in sports and exercise</b>		<b>AB.D1</b> Produce a detailed proposal for a sports or exercise research project, justifying the selected research methods and sources of information.
<b>A.P1</b> Explain the different types of research methods used in sports and exercise.	<b>A.M1</b> Assess the different types of research methods and the importance of different sources of information used for sports and exercise research.	
<b>A.P2</b> Explain the importance of different sources of information for sports and exercise research.		
<b>Learning aim B: Propose a research project in sport</b>		
<b>B.P3</b> Produce a sports and exercise research proposal.	<b>B.M2</b> Produce a detailed sports and exercise research proposal that analyses the selected research method.	
<b>Learning aim C: Apply investigation skills for a research project in sport</b>		<b>CD.D2</b> Critically analyse and synthesise information from research to draw valid conclusions that are communicated fluently.
<b>C.P4</b> Carry out research using qualitative or quantitative research methods that are appropriate for the aims.	<b>C.M3</b> Carry out research, applying detailed checks for accuracy and precision in data collection.	
<b>C.P5</b> Maintain professional and ethical research standards, applying research practice principles.		
<b>Learning aim D: Draw conclusions from a research project in sport</b>		
<b>D.P6</b> Analyse the data in relation to the original hypothesis, using appropriate techniques.	<b>D.M4</b> Evaluate information gathered, drawing and communicating reasonable and objective conclusions.	
<b>D.P7</b> Draw and communicate conclusions in relation to the original hypothesis.	<b>D.M5</b> Evaluate the techniques and processes used, and their impact on the investigation, making recommendations for future research.	

## Essential information for assignments

This unit is assessed using a Pearson Set Assignment Brief. A set assignment must be used to assess learners.

## Further information for teachers and assessors

### Resource requirements

There are no special resources needed for this unit.

### Essential information for assessment decisions

#### Learning aims A and B

**For Distinction standard**, learners will develop a detailed proposal for the research project, which will cover all the key areas. It will include a literature review that shows comprehensive use of relevant search terms and justification for the literature chosen. From this, learners will critically review the literature, which draws on current findings, to produce a justified rationale for the purpose of their research. There will be a focused and pertinent experimental hypothesis, and null hypothesis or learning aims, along with sophisticated methodologies that show insight into selection of the most valid and reliable data-collection strategies. There will be clear details linked to safety and ethical procedures embedded in the research proposal.

**For Merit standard**, learners will provide a detailed proposal that covers all key points. The literature review will be comprehensive and will include relevant search terms and analysis of the chosen literature. The hypothesis or learning aims, and research method will be supported with some initial research into similar investigations. The proposal will contain a relevant rationale and the chosen method will be ethical and efficient while also considering the validity and reliability of the data-collection process.

**For Pass standard**, learners will develop a proposal for the research project that will cover all key areas. Search terms will be included for the chosen literature, with an explanation of the selected articles, and from this the learner will produce a rationale for the proposal.

There will be a clear outline of the hypothesis or research aims for the learners to investigate. This will be aligned to generally appropriate aims and objectives, which may be overly ambitious or not fully aligned to the hypothesis. Learners will draw up a proposal that includes research methods based on some consideration of the types of data collection and which offers opportunities for increased validity and reliability that enable reliable conclusions.

#### Learning aims C and D

**For Distinction standard**, learners will implement the research methodology ethically, demonstrating professional behaviour and practice. They will monitor the data being collected and the research project's progress, assessing issues with accuracy and precision, and checking the validity and reliability of results, taking corrective action where required. Learners will critically assess all aspects of their research project, making detailed observations of where conclusions require further investigation for validity. Their evaluations will consider multiple aspects of the results from the investigation, balancing conclusions and judgements. Learners will communicate the conclusions in an assured manner and will put across complex points succinctly.

**For Merit standard**, learners will manage the project research systematically, applying detailed checks throughout the data collection for accuracy and precision in relation to the intentions of the project. Learners' evaluations will cover most of the techniques and processes and will assess the impact on the validity of the conclusions. They will make relevant recommendations for future research, with some justifications.

**For Pass standard**, learners will collect data and carry out research duties, showing some regard for research practice principles. Data-collection methods will reflect the initial proposal, with some margin of error. Learners will make a superficial assessment of the data they have collected. The conclusions they draw will be related to the original hypothesis but may be imbalanced or partially relevant, requiring significant further investigation.

### Assessment controls

**Time:** this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

**Supervision:** you should be confident of the authenticity of learner's work. This may mean that learners be supervised.

**Resources:** all learners should have access to the same types of resources to complete the assignment.

**Research:** learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

### Links to other units

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 4: Ethics, Behaviours and Values.
- Unit 9: Nutrition for Physical Activity and Exercise
- Unit 31: Influence of Technology in Sport and Physical Activity
- Unit 34: Sport Development

### Employer involvement

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

- guest speakers and visiting professionals
- devising briefs with employers
- visits to sporting establishments.

### Opportunities to develop transferable employability skills

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- communication skills
- problem solving and critical thinking
- decision making.

## Unit 4: Ethics, Behaviours and Values

Level: 3

Unit type: Internal

Guided learning hours: 60

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### Unit in brief

Learners will examine and explore ethics and the values in sport and the ways organisations maintain ethics and values.

### Unit introduction

In this unit, you will explore the ethics and values that are required in sport to make them equitable. You will investigate the ethical values that sport requires performers to have, which ensure that they are fair in training and performance, demonstrate integrity while showing responsibility as an athlete, and transfer these skills into all aspects of life. The importance of respect and how sport intensifies such a characteristic in all participants is a necessary ingredient in sports performance.

The ethics and values of large sporting organisations can be compromised due to the temptations of profit and commercialism. In this unit you will examine the impact of ethical decision making and study the ways in which international organisations try to maintain parity amongst performers. The final section of the unit will be all about you researching local and national sporting events to evaluate their ethics and values, as well as recommended ways you believe they could be improved.

This unit gives you the opportunity to progress to employment in the active leisure industry, exercise and fitness industry, sports leadership, sports coaching and health promotion. It also gives you the opportunity to progress to specialist sport qualifications in higher education in areas such as; sports coaching, fitness, health and sports business.

### Learning aims

In this unit you will:

- A** Explore ethics and values in sport
- B** Examine the impact of ethics and values on the organisation of sport
- C** Investigate how sporting events implement ethics and values.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore ethics and values in sport	<b>A1</b> Ethics in sport <b>A2</b> The values of sport	A report that includes an evaluation of ethical values in sport and why participants and officials may make unethical decisions or take unethical actions.
<b>B</b> Examine the impact of ethics and values on the organisation of sport	<b>B1</b> Organisations responsible for enforcing positive ethics and values <b>B2</b> The importance of positive ethics and values to sporting businesses <b>B3</b> Influences affecting ethical values in sport <b>B4</b> Methods to uphold ethics and values in sport	A case study linked to a sport of the learner's choice, which discusses the benefits of ethical practice and the influences affecting implementing those ethical values. The information should highlight organisations involved in enforcing ethics and values as well as discuss the methods available to uphold ethics and values.
<b>C</b> Investigate how sporting events implement ethics and values	<b>C1</b> Reviewing the organisation of sports events <b>C2</b> Methods of increasing personal and organisational ethics and behaviours to enhance a sports event	A research project which investigates a local and a national sporting event. The project should highlight the current practices and suggest methods of improving ethics and values at the events.



## Content

### Learning aim A: Explore ethics and values in sport

Learners explore what ethics are and how they are upheld in the participation and officiating of sport.

#### A1 Ethics in sport

Learners will cover what ethics are and how they are represented in different sports.

- Definition of ethics: rules that dictate our conduct and form a system of rules that groups and societies are judged on.
- Fairness, e.g.:
  - following rules of the sport
  - not taking any illegal substances to enhance performance
  - sense of fair play.
- Integrity, e.g.:
  - honesty
  - moral principles.
- Responsibility, e.g.:
  - professional
  - social
  - concerns for others' welfare.
- Respect, e.g.:
  - having due regard for other people's feelings
  - showing consideration to fellow competitors
  - accepting official decisions without challenge.

#### A2 The values of sport

- Definition of values: ideals that form a basis for your actions and beliefs. They create the standards that you live your life by.
- Performance and achievement – performance is linked to the amount of effort put in.
- Rules – performance is worthwhile when done in line with the rules of the sport.
- Fair play.
- Equal opportunities – every competitor should have equal access to sport.
- Conditions of competition should be the same.
- Respect – demonstrating tolerance and acceptance.
- Respecting diversity.
- Practise personal peaceful behaviour – promote peace and understanding.
- Health – ensuring competition does not jeopardise the health and well-being of competitors or opponents.
- Joy of effort – people enjoy taking part in sport by challenging themselves physically and/or mentally.

## **Learning aim B: Examine the impact of ethics and values on the organisation of sport**

### **B1 Organisations responsible for enforcing positive ethics and values**

These organisations ensure that large events and competitions demonstrate positive ethical practice and if they find any negative practice, they will sanction the organisations involved.

- World Anti-Doping Agency (WADA).
- World Health Organisation (WHO).
- United Nations International Children's Fund (UNICEF).
- Court of Arbitration for Sport.
- International Governing Bodies.
- International Olympic Committee (IOC).

### **B2 The importance of positive ethics and values to sporting businesses**

- Increased participation.
- Promote attitudes and behaviours.
- Create positive role models.
- Promote inclusivity.
- Provide equal opportunities.
- Reduce crime and deviance.
- Increase employment.
- Positive publicity.

### **B3 Influences affecting ethical values in sport**

In this section, people taking part in competitive sporting activities are classed as 'athletes' which encompasses players and participants from team and individual sports.

- Increased income for, e.g.:
  - players
  - clubs
  - media
  - sponsors.
- Increased sponsorship opportunities for athletes.
- Doping
  - competitive edge
  - increase chance of winning leads to higher prize funds
  - improved training.
- Increased betting on outcome of sporting or physical activity events.
- Bribery, e.g.:
  - athletes
  - officials
  - organisers of events.

- Globalisation of sport and physical activity:
  - increased international sport – sport competing in more than one country
  - sport impacting on the global economy
  - recognition of global sports and global sports companies
  - sport as a business.
  - branding of sports organisations
  - maximising commercial opportunities versus maintaining integrity.
- Political influences:
  - sport as a political tool
  - shop window effect
  - national pride
  - appeasing the population
  - corruption

#### **B4 Methods to uphold and promote ethics and values in sport**

Methods of upholding ethical practices

- Campaigns for equality and diversity, e.g.:
  - World Anti-doping Code (World Anti-Doping Agency)
  - No To Racism (UEFA)
  - FARE Network (Netherlands).
  - Human rights marches – Amnesty International
  - Play by the rules (Australia)
  - IOC gender equality campaign.
- Legislation to cover international sport and those relevant to own country.
- NGB Laws – rules of the sport and associated sanctions.
- Creating role models who champion positive practice (attitudes and behaviour).

Methods of promoting ethical practices

- Use of video technology in games – to review incidents of rule breaking with the potential of retrospective punishment.
- Fourth officials – ‘off-the-field’ review of competitive action to ensure fair play.
- Doping – use of drug testing in training and competitive activities.
- Increased penalties/sanctions – to decrease violent behaviour.
- Tournaments based on participation rather than winning at beginners’ level.
- Codes of conduct to specify appropriate types of behaviour from coaches, players and staff.
- Reserved entries for minority groups.
- Diversity-sensitive commercialisation.
- Encouraging a diverse organising committee – so the views of many groups are considered in the organisation of events.
- Training and development – to educate staff, players and spectators about appropriate ethical practices and value systems.

## **Learning aim C: Investigate how sporting events implement ethics and values**

### **C1 Reviewing the organisation of sports events**

Investigating the different types of sports events to highlight how ethical values are implemented.

- Types of event:
  - local and national
  - tournaments
  - competitions
  - charity events
  - training camps
  - festivals.
- Key characteristics of a sporting event that can be reviewed to ascertain how ethics and values are implemented:
  - athletes – age, gender, race, disability
  - scale of the event – size, number of competitors, geographical considerations
  - equal representation of competitors
  - purpose of event
  - reason for taking part
  - cost to individual athlete or club
  - organiser
  - partnerships
  - prize fund
  - sponsorship
  - marketing
  - legislative factors; NGB rules, international federations
  - impact on local community or region.

### **C2 Methods of increasing personal and organisational ethics and behaviours to enhance a sports event**

- Competitors:
  - setting a good example
  - behaving as a role model
    - demonstrating fair play
    - demonstrating commitment
    - respect for others
  - complying with competition regulations – drug testing schedules.
- Organisers:
  - prioritising the health and safety of your participants
  - valuing all participants equally
  - appropriate qualification for all staff and volunteers
  - promoting fair play
  - creating a positive sporting experience
  - making adaptations for differing abilities
  - avoiding placing expectations on children.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore ethics and values in sport</b>		
<b>A.P1</b> Explain ethics and values in sport.	<b>A.M1</b> Analyse the ethics and values of a chosen sport.	
<b>Learning aim B: Examine the impact of ethics and values on the organisation of sport</b>		
<b>B.P2</b> Explain organisations responsible for ensuring fair and equitable practice and the importance of ethical practice. <b>B.P3</b> Explain the influences affecting ethical values and methods to uphold ethical values in sport.	<b>B.M2</b> Analyse the benefits of promoting ethics and values to the sports industry giving examples of specific influences affecting ethical values in sport.	<b>B.D1</b> Evaluate the methods used by organisations in the sports industry to uphold and promote ethics and values in sport.
<b>Learning aim C: Investigate how sporting events implement ethics and values</b>		
<b>C.P4</b> Review the ethical considerations of delivering a local and a national sporting event. <b>C.P5</b> Explain methods to increase personal and organisational ethical practice at either a local or national sporting event.	<b>C.M3</b> Compare the ethical considerations of delivering a local and a national sporting event, suggesting methods to increase personal and organisational ethical practice.	<b>C.D2</b> Analyse the impact of implementing methods of positive ethical practice at a local and a national sporting event, recommending methods to improve ethical practice.

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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.M1)

Learning aim: B (B.P2, B.P3, B.M2, B.D1)

Learning aim: C (C.P4, C.P5, C.M3, C.D2)

## Further information for teachers and assessors

### Resource requirements

There are no special resources needed for this unit.

### Essential information for assessment decisions

#### Learning aim A

**For Merit standard,** learners will analyse the impact of ethics and values of a chosen sport by discussing the positive and negative effects of them on the sport. The examples used should be detailed and relevant. The impacts could be financial, cultural, personal or organisational.

**For Pass standard,** learners will give a definition of ethics and values and then discuss the main features of them in a sporting context. They should explain how they affect sport by using examples.

#### Learning aim B

**For Distinction standard,** learners should identify and evaluate the most effective methods available to organisations to uphold and promote ethics and values in sport. They will link them specifically to certain sports and discuss the advantages and disadvantages of each. There will be clear prioritisation. Learners will provide a conclusion to evaluate the importance of ethical practice to organisations in the sports industry.

**For Merit standard,** learners will analyse the benefits of promoting ethics and values to the sports industry. This can be done by highlighting how the benefits outweigh the negatives or by referencing instances where positive ethical practice has provided clear advantages. This should be supported by examples of specific influences that will affect ethical values in sport and how organisations balance them.

**For Pass standard,** learners will identify organisations responsible for ensuring fair and equitable practice. This can be from the list in topic B1 and can also be supplemented from organisations within their country of study. Their discussion will then focus on the importance of ethical practice within those organisations.

Learners will explain what may influence ethical values within sports organisations and why certain businesses make unethical decisions. This will then link to methods that organisations can use to uphold ethical values in sport, such as: campaigns, laws/legislation and creating role models.

#### Learning aim C

Learners will select a local and national sporting event of their choice. They must ensure that they have access to information regarding the organisation of the event.

**For Distinction standard,** learners will analyse the impact of implementing methods of positive ethical practice at a local and a national sporting event. This will be done by identifying the methods that will have the biggest impact and discussing how these differ between local and national events. Learners will complete their review by recommending methods to improve ethical practice in both a local and national event.

**For Merit standard**, learners will make a direct comparison between the ethical considerations of delivering a local and a national sporting event, suggesting methods to increase personal and organisational ethical practice at both.

**For Pass standard**, learners will begin by describing a local and national sports event. They will then work through the key characteristics, as defined in topic C1, to review the ethical considerations of delivering a local and a national sporting event.

Learners can then choose either the local or national sporting event, and explain methods to increase personal and organisational ethical practice at the event. They should refer to both the organisers and the competitors.

### Links to other units

This unit links to:

- Unit 2: Careers in Sport and Active Leisure
- Unit 5: Self-employment in Sport and Physical Activity
- Unit 11: Business in Sport
- Unit 12: Sports Tourism
- Unit 15: Developing Coaching Skills
- Unit 17: Inclusive Coaching
- Unit 20: Large Sports Spectator Events
- Unit 30: Organising Events in Sport and Physical Activity.

### Employer involvement

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

- guest speakers who can discuss sporting events they have been involved with
- visits to large sports centres and local and national sports events
- examples of ethical policies and procedures.

### Opportunities to develop transferable employability skills

This unit provides learners with opportunities to develop the following transferable skills:

- decision making
- equitable practice
- planning
- organisation.



# Unit 5: Self-employment in Sport and Physical Activity

Level: 3

Unit type: Internal

Guided learning hours: 60

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## Unit in brief

Learners will develop knowledge and understanding of self-employment and apply this to develop self-employment strategy within the context of the sport industry.

## Unit introduction

Self-employment in the sports industry is very common whether it is directly in the sports industry such as a personal trainer, instructor or coach or in the supporting industries such as nutritionist or physiotherapist. There is a huge range of opportunities with rewarding challenges such as working within legislation or working with clients on a part-time basis as part of a portfolio of jobs or full time as a main career.

In this unit you will investigate types of self-employment and the personal skills and behaviours required for self-employment. You will also consider client and customer needs and opportunities within the sports industry. You will then use this knowledge to define a self-employment strategy and business plan. You will develop the skills to present and review your self-employment strategy.

This unit will help you to progress to self-employment or employment in the sports, outdoor activities and fitness industry. The unit will also help you to progress to further study in higher education or to professional qualifications in the sports, fitness and outdoor activities industry.

## Learning aims

In this unit you will:

- A** Explore self-employment within the sports, fitness and outdoor activities industry
- B** Design a strategy for self-employment in the sports, fitness and outdoor activities industry
- C** Present and review the feasibility of the self-employment strategy.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore self-employment within the sports, fitness and outdoor activities industry	<b>A1</b> Self-employment <b>A2</b> Personal skills and professional behaviours <b>A3</b> Customers and clients <b>A4</b> Self-employment opportunities	Presentation on self-employment opportunities in relation to personal benefits, risks and career intentions.
<b>B</b> Design a strategy for self-employment in the sports, fitness and outdoor activities industry	<b>B1</b> Sources of finance <b>B2</b> Legal and financial legislation and regulations <b>B3</b> Strategy and business plan	Presentation of self-employment strategy including feasibility review.
<b>C</b> Present and review the feasibility of the self-employment strategy	<b>C1</b> Presenting and feedback <b>C2</b> Review	

## Content

### Learning aim A: Explore self-employment within the sports, fitness and outdoor activities industry

#### A1 Self-employment

- Types of self-employment:
  - sole trader
  - partnership
  - limited company (Ltd).
- Trading practices:
  - franchise
  - freelance
  - portfolio careers
  - social enterprises
  - non-profit organisation
  - community and cooperative.

#### A2 Personal skills and professional behaviours

- Commitment and passion.
- Self-discipline.
- Creativity and problem solving.
- Listening and empathy.
- Customer focus.
- Communication: verbal, non-verbal, appropriate use of language, adapting communication style to needs of clients/customers other individuals.
- Punctuality and efficiency.
- Ethics.
- Working as a member of a team.
- Codes of conduct related to self-employment role.
- Membership of professional organisations.
- Personal presentation.
- Respecting equality and diversity.

#### A3 Customers and clients

- Customer and client needs:
  - types of customer: children, adults, older adults, people with health or medical conditions, people with disabilities, ante and postnatal women
  - demographics and psychographics of customers
  - how much they are willing to pay
  - types and levels of service they expect
  - how to maximise their experience
  - future needs and changes in customer habits
  - how to retain customers
  - the customer journey.
- Market segmentation.
- Accessibility and inclusivity.
- Methods of feedback from customers and clients.

#### **A4 Self-employment opportunities**

- Benefits and risks of self-employment:
  - own skills, knowledge and abilities
  - personal career intentions.
- Growth areas, new opportunities, use of technology.
- Roles, e.g.:
  - exercise: personal trainer, instructor, adviser, consultant, coach
  - health: nutritionist, physiotherapist, psychologist, physical therapist, physician
  - media and publicity: journalist, writer, podcaster, contributor, marketer, social media producer
  - apparel and equipment: clothes, accessories, sports equipment
  - management, data and sales: manager, agent, sales, merchandise designer, statistician, analyst.

### **Learning aim B: Design a strategy for self-employment in the sports, fitness and outdoor activities industry**

#### **B1 Source of finance**

- Bank.
- Small loans.
- Grants.
- Crowd sourcing.
- Donations.
- Angel investor.

#### **B2 Legal and financial legislation and regulations**

Learner to be aware of the legal and financial legislation and regulations that exist in their country.

- Tax.
- Legislation relating to working with customers.
- Health and safety.
- Indemnity and insurance.
- Registration in professional bodies/organisations.
- Standards and codes of conduct.
- Local and international guidelines on developing fitness or welfare products and services.
- Finance:
  - profit and loss calculations: start-up, operating costs, revenue, gross profit, net profit, break-even
  - projected cash flow: cash flow, capital, sales, loans, purchases, repayments, costs, forecasts.

**B3 Strategy and business plan**

- Executive summary.
- Concept and unique selling point.
- Type of ownership.
- Market summary.
- Customer target group and customer profiles.
- Competition analysis:
  - who is successful?
  - why are some unsuccessful?
- Objectives.
- Market research for product:
  - focus groups
  - surveys
  - questionnaires
  - collecting data on business activities.
- Financial plans and projections.
- Resources.
- Risks.
- Stakeholders:
  - how they can input
  - how they need to be treated.
- Timescales.
- Sales plan: where to offer services or materials.
- CV.
- Marketing plan:
  - promotional materials
  - marketing mix
  - schedule of promotion and method of distribution.
- Customer and client satisfaction:
  - strategy for dealing with customer issues and complaints
  - managing welfare and safety
  - ways of checking for customer satisfaction.

**Learning aim C: Present and review the feasibility of the self-employment strategy****C1 Presenting and feedback**

- Discussing ideas.
- Covering key ideas.
- Sharing with an audience.
- Collecting feedback on plan and strategy:
  - impartial information
  - employer, stakeholder or potential customer input.

## **C2 Review**

- Reviewing feasibility:
  - own time
  - others' time
  - personal skills
  - logistical viability
  - premises and equipment
  - access to customers
  - demand: existing or created
  - profitability
  - major barriers
  - competitors
  - PESTLE analysis.
- Reviewing personal benefits:
  - skills development
  - networking opportunities
  - recognition in the community
  - brand development.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore self-employment within the sports, fitness and outdoor activities industry</b>		<b>A.D1</b> Evaluate self-employment opportunities in relation to personal benefits, risks and career intentions.
<p><b>A.P1</b> Describe the types of self-employment in the sport fitness and outdoor activities industry and their trading practices.</p> <p><b>A.P2</b> Relate skills and professional behaviours to the needs of customers, clients and employment type.</p>	<p><b>A.M1</b> Compare self-employment opportunities within the sports fitness and outdoor activities industry.</p>	
<b>Learning aim B: Design a strategy for self-employment in the sports, fitness and outdoor activities industry</b>		<b>B.D2</b> Develop an effective and comprehensive self-employment strategy and business plan showing effective consideration of target market.
<p><b>B.P3</b> Assess sources of finance, legal and financial legislation and regulations related to self-employment.</p> <p><b>B.P4</b> Develop a self-employment strategy and business plan.</p>	<p><b>B.M2</b> Develop a detailed and sound self-employment strategy clearly informed by market research.</p>	
<b>Learning aim C: Present and review the feasibility of the self-employment strategy</b>		<b>C.D3</b> Confidently present a business plan, strategy and an in- depth feasibility review.
<p><b>C.P5</b> Appropriately present a business plan, strategy and feasibility review.</p>	<p><b>C.M3</b> Effectively present a business plan, strategy and an in-depth feasibility review.</p>	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6 Internal assessment* 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 aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, B.M2, C.M3, B.D2, C.D3)



## Further information for teachers and assessors

### Resource requirements

There are no special resources needed for this unit.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard,** learners will critically evaluate the self-employment opportunities available to them. They will self-assess their skills and behaviours and review these in relation to the personal benefits, risks and career development that self-employment would bring.

**For Merit standard,** learners will consider some self-employment opportunities available along with detailed information on the skills and professional behaviours required. They will make relevant points about the differences and similarities between the types of self-employment in terms of practice and skills and behaviours required.

**For Pass standard,** learners will give a general outline of the types of self-employment that exist in the sports industry, with a general overview of the skills and professional behaviours required for some types of self-employment. They will be able to connect some of these skills and behaviours to self-employment scenarios that would require working with customers and clients.

#### Learning aims B and C

**For Distinction standard,** learners will show significant development in their self-employment plan, which will be comprehensive and consistent in quality. Key information will inform the direction of the self-employment plan that will strategically target a market and opportunity. The plan and strategy will be presented fluently along with a critical review of the feasibility of the plan.

**For Merit standard,** learners will produce a well-developed self-employment plan. The plan will provide a broad level of detail and have covered most key points with relevant methods and solutions for implementation, including financial considerations. The strategy and direction for the plan will show coherent conclusions from market research into opportunities. The presentation of the plan and strategy will be sound with some insight into presentation techniques and the feasibility will show some critical thinking.

**For Pass standard,** learners will provide a general assessment of sources of finance that self-employment can use as way to implement the business plan. They will also provide some general information on the legal obligations and regulations related to self-employment. Learners will produce a plan that demonstrates an outline strategy for self-employment.

Learners will also present the plan using a format appropriate for the type of employment with an outline of the feasibility. The review of feasibility will cover some key points and reflection on the relationship between own capability and scale of challenge may be basic.

### **Links to other units**

This unit links to:

- Unit 2: Careers in the Sport and Active Leisure Industry
- Unit 10: Business and Technology in Personal Training.
- Unit 12: Sports Tourism
- Unit 14: Marketing Communications
- Unit 19: Sport and Leisure Facility Operations
- Unit 30: Organising Events in Sport and Physical Activities.

### **Employer involvement**

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

- links with self-employed sport and physical activity professionals such as coaches, fitness instructors etc
- guest speakers
- development of assessment materials in partnership with self-employed professionals.

### **Opportunities to develop transferable employability skills**

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- written communication skills
- verbal communication skills
- business plan appreciation.

## Unit 6: Exercise and Fitness Skills Development

Level: 3

Unit type: Internal

Guided learning hours: 120

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### Unit in brief

Learners explore the theoretical and practical requirements for working as a gym instructor.

### Unit introduction

There are many gyms and fitness facilities across the world. This is due to the fact that more and more people are spending time and money using gym equipment in their regular workout routines. These gyms need instructors to induct people to the safe use of equipment as well as to monitor and support experienced gym users.

In this unit, you will gain an understanding of health screening methods used to ensure the safe participation of clients exercising in a gym. You will explore the different types of exercises that can be performed in a gym, including the use of cardiovascular and resistance equipment and how each of these exercises can be performed safely and with the correct technique. You will investigate how to plan a gym-based exercise session, taking into account clients' needs and how these sessions can be adapted to meet different needs. You will then explore how to instruct a safe and effective gym-based exercise session. Experienced gym instructors will always review and reflect upon their sessions and obtain feedback from others. You will explore different methods for collecting feedback on performance, enabling you to identify your strengths and areas for improvement. The knowledge and skills this unit gives you are an exciting combination of theory and applied aspects to help learners gain an improved understanding and practical experience of instructing.

This unit will help you to progress to employment in the health and fitness industry. The unit will also help you to progress to further study in higher education, or to professional qualifications in instructing exercise and fitness or to working with special populations and medical referrals.

### Learning aims

In this unit you will:

- A** Explore methods of working with and screening clients to improve their lifestyle management
- B** Explore principles of exercise and training to develop fitness safely in an exercise environment
- C** Explore specific populations exercise requirements and contraindications to exercise
- D** Plan and instruct clients through gym-based inductions and exercise sessions.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore methods of working with and screening clients to improve their lifestyle management	<b>A1</b> Forming working relationships with clients <b>A2</b> Client screening processes <b>A3</b> Benefits of physical activity and exercise programmes <b>A4</b> Methods to improve client participation in regular exercise	Video/audio evidence of the screening process with a client supported by a record of practical activity. Written report focussing on screening activity results, factors affecting safe exercise participation and recommendations based on the results and factors, supported by evidence of completed lifestyle screening activities.
<b>B</b> Explore principles of exercise and training to develop fitness safely in an exercise environment	<b>B1</b> Health and safety in an exercise environment <b>B2</b> Types of exercise and exercise equipment <b>B3</b> Principles of training <b>B4</b> Components of gym-based exercise sessions	A written report covering health and safety in an exercise environment which also compares different types of exercise and use of equipment for clients with different needs. Client programme cards and case studies for health and safety.
<b>C</b> Explore specific populations exercise requirements and contraindications to exercise	<b>C1</b> Antenatal and postnatal women <b>C2</b> The older adult <b>C3</b> Adolescents <b>C4</b> People with disabilities	A written report or case study covering exercise requirements and contraindications for pre and postnatal women, the older adult and adolescents.
<b>D</b> Plan and instruct clients through gym-based inductions and exercise sessions	<b>D1</b> Planning and instructing a gym-based induction <b>D2</b> Planning a gym-based exercise session <b>D3</b> Instructing a gym-based exercise session <b>D4</b> Reviewing own performance in providing gym-based exercise <b>D5</b> Reviewing client's performance	Visual/audio evidence of learners instructing an exercise session. The session plan and an evaluative report of own performance and client's performance must be evidenced.

## Content

### Learning aim A: Explore methods of working with and screening clients to improve their lifestyle management

#### A1 Forming working relationships with clients

- The definition of the exercise customer.
- Customer needs, expectations and aspirations within the fitness facility environment.
- Identifying appropriate products and services to customers.
- Meeting clients reasonable needs and requests.
- Client care for the client and the organisation.
- The importance of dealing with client needs to their satisfaction.
- Demographics of customers in the local area.
- Products and services for customer demographics, e.g. booking systems, apps.
- Social support and inclusion within the fitness facility environment.
- The customer journey in a fitness facility environment.
- Self-presentation in line with organisational standards.
- The importance of customer retention and ways to influence customer retention.
- Principles of customer service:
  - welcoming and receiving the customer
  - being service oriented
  - being open and friendly all the time
  - approaching and responding to customers in a positive way
  - ensuring client satisfaction
  - techniques to meet client requirements and requests
  - providing alternative customer service solutions if necessary
  - personal and interpersonal factors and their influence on customer service
  - methods to engage with clients during exercise.
- Customer communication and engagement:
  - greeting customers effectively
  - ways to communicate with customers: face-to-face, telephone, written (letters, email, posters), social media, digital technology, observation/non-verbal techniques/body language, open/closed questioning, active listening, age-appropriate communication, e.g. use of language, terminology, use of jargon, negotiation
  - self-presentation – professional appearance and approachable manner, organisational standards, e.g. uniform
  - adapting communication methods to meet the needs of customers from differing backgrounds, cultures, social differences etc
  - types of customer conflict, managing and avoiding customer conflict
  - methods to build a good working relationship with customers
  - consulting with colleagues or other professionals to help meet customer needs and expectations

- responding to clients complaints; responding to dissatisfaction and taking action to effectively resolve the situation, explaining delays in dealing with clients, handling client complaints positively, sensitively and politely; remaining positive at all times, issues that may need to be referred to a colleague or other professional, ways to refer a complaint to a colleague or other professional
- ways to support safe and enjoyable use of the fitness facility – ‘walking the gym floor’, being accessible and approachable to clients
- methods to obtain customer feedback
- recording and reporting feedback and reporting in line with organisational procedures to support customer experience and membership retention.
- Qualities of a fitness instructor: positive, honest, empowering, personal integrity, respectful of clients and other professionals, motivating, trustworthy, committed, non- judgemental, consistent, personal conduct, role model, demonstrating a professional demeanour, e.g. uniform, positive first impressions.
- Organisations, customer’s charter/service promise.
- Safeguarding for children and vulnerable adults.
- Following industry codes and ethics for professional conduct.
- National legal responsibilities of the instructor.
- Compliance and appropriate legislative requirements and appropriate licences for music, products, broadcasting, public performance.
- Appropriate insurance guidelines; public liability, personal indemnity.
- Following health and safety guidelines and legislation.

## **A2 Client screening processes**

The types of information that should be collected in the screening process and the importance of gathering information prior to the start of the session in relation to the client and their needs.

- Reasons for screening.
- Physical, psychological and social reasons for clients’ participation.
- Types of information that can be collected from clients and methods of collection.
- Gaining client feedback to ensure they understand the reasons for the collection of information and how it will be used.
- Selection of appropriate screening methods for different types of clients:
  - questionnaires (PAR-Q, Youth Specific PAR-Q lifestyle questionnaires, health commitment statement, organisation-devised methods)
  - parental or guardian participation and gym etiquette consent for under 16 year olds
  - interviews
  - observation
  - informed consent
  - levels of exercise participation
  - current levels of ability
  - advantages and disadvantages of written and verbal screening.

- Health assessments:
  - resting heart rate
  - blood pressure
  - submaximal cardiorespiratory fitness
  - muscular strength
  - weight
  - height
  - BMI
  - waist circumference
  - hip circumference
  - waist to hip ratio
  - contraindications and limitations for testing.
- Adolescents – screening should be carried out by a qualified youth physical activity instructor.
- Identifying risks and referring clients:
  - Identifying joint movements and muscles that clients should target or strengthen based on findings
  - tools to risk stratify clients – Irwin and Morgan traffic light system, other national/international evidence-based tools, nationally/locally agreed protocols/referral/care pathways
  - absolute contraindications to exercise
  - referring clients to medical professional or clinician with medical conditions, past or present injuries and disabilities
  - referring postnatal women with stress incontinence, pelvic floor muscle weakness, lower abdominal or pelvic floor area, groin, low back pain or difficulty walking, abdominal muscle weakness, excessive abdominal doming, abdominal muscle separation or softness/sinking at the umbilical mid-line, umbilical hernia
  - promoting a healthy lifestyle nutrition, opportunities for physical activity in daily life, discourage smoking
  - issues if screening information is not collected and correctly processed.
- Data protection and client confidentiality – storing of data, disposal of confidential data.

### **A3 Benefits of physical activity and exercise programmes**

- Prevention and management of common health conditions:
  - coronary heart disease
  - stroke
  - type 2 diabetes
  - cancer
  - obesity
  - hypertension
  - osteoporosis
  - reduced risk of stress
  - reduced risk of depression
  - reduced anxiety levels
  - musculoskeletal conditions
  - cardiorespiratory, muscular and flexibility related benefits of physical activity and their relation to reducing the risk of disease.

**A4 Methods to improve client participation in regular exercise**

- Importance of educating clients about own role, responsibilities and limitations in providing assistance (scope of practice).
- The full range of activities/services/classes across the facility available to clients and how to provide further information about them.
- Different demographics/fitness levels/goals of clients and how best to cater for their differing needs.
- Client's exercise preferences.
- Analyse and interpret client information to identify goals.
- Goal setting, based on analysis of client's needs, SMART targets, review and evaluate progress, adapt accordingly.
- Working with clients to agree short-, medium- and long-term goals appropriate to their needs.
- Managing client's expectations related to their participation in exercise.
- Reviewing exercise programme; checking the effectiveness of the current exercise programme, re-establish clients specific fitness goals, knowing when to review exercise programme, modifying programme.
- Allocating resources and aligning training to available resources.
- Technology to support participation – wearable technology, pedometers, smartphone apps.
- Digital media, e.g. social media to support client participation.
- Understand the stages of behaviour change approaches and strategies – trans-theoretical model of behaviour change; Prochaska and Di Clemente, social support, problem solving, reinforcement strategies, self-monitoring; motivational methods, intrinsic and extrinsic motivation in exercise adherence, techniques/approaches that can motivate adherence to exercise.
- Incentives and barriers to participation in exercise; influencing factors, category of client, stage of fitness, personal, programme, environment, social; clients readiness to participate in exercise.
- Physical activity and exercise adherence; personal, environmental and cognitive factors and their potential effects, intrinsic and extrinsic motivation, including clients exercise or physical activity preferences, techniques to adapt and refine adherence.
- Stress: eustress and distress, the effect of distress on health and wellbeing, relaxation techniques (sauna, massage, autogenic training (Shultz)), deep breathing, meditation, progressive muscle relaxation (Edmund, Jacobson), yoga; symptoms of anxiety and depression and when to refer to a professional.
- Overtraining, signs and symptoms of overtraining.
- Know about different agencies involved in promoting physical activity for health in the local and national area.
- Ensuring the environment, equipment and training are suitable for all clients.



## **Learning aim B: Explore principles of exercise and training to develop fitness safely in an exercise environment**

### **B1 Health and safety in an exercise environment**

Learners will show that they are able to work alone or as part of a team to maintain health and safety in an exercise environment.

- National, local, legal and organisational procedures for health and safety for working in a fitness environment.
- Working as a member of a team – communication, adaptability, confidence, team work, problem solving, time management, ability to follow instructions.
- Persons responsible for health and safety in a general fitness environment, e.g. supervisor, manager, team leader.
- Maintaining a clean and safe exercise environment:
  - cleaning substances – anti-bacterial spray
  - cleaning equipment – mop, paper towels etc
  - cleaning routines and organisational standards in an exercise environment
  - personal safety – personal protective equipment, e.g. rubber gloves when using cleaning fluids
  - manual handling and lifting
  - dealing with toxic substances, industrial gases, body fluids, fire, infectious waste, sharps, chemical spills dust and vapours, noise, faulty electrical equipment, faulty sport- or activity-specific equipment
  - hazards – definition, identification of hazards in the exercise environment; surfaces, staff, customers, behaviour, attitudes and needs, equipment, free weights, machines, exercise studio, gym, aqua equipment and pool, sound system, operations that can affect the health and safety of the instructor and client equipment and premises, activities in an exercise programme, other activities taking place in the same location, client assessment methods; isolating, eliminating or minimising hazards
  - Risk assessments – carrying out risk assessments and minimise risk within the exercise setting, demonstrating a duty of care to clients, client safety and wellbeing, legal responsibilities, compliance with national guidelines, health and safety policies, ethics and professional conduct.
- Risk management procedures:
  - systems for identifying, assessing, reviewing and minimising risk
  - systems for logging action
  - systems for informing staff of risk management procedures and health and safety requirements
  - industry and national guidelines for normal operating procedures
  - supervision
  - systems for informing participants of facility rules, correct use of services and equipment and health and safety requirements
  - systems for maintenance of equipment and facilities
  - breaches in risk management procedures/health and safety
  - maintenance of risk management/health and safety records
  - when to go to colleagues for advice if unsure about hazards in the work place.

- Dealing with accidents, injuries and signs of illnesses:
  - types of accidents, injuries and illnesses in a fitness environment
  - dealing with accidents, injuries and illnesses in line with legal and organisational procedures
  - first-aid equipment checks to ensure it meets health and safety guidelines, is present and functional
  - when to contact the on-site first aider or emergency services
  - procedures to follow to contact emergency services
  - roles that different staff and external services play during an emergency
  - emergency action plans
  - reporting procedures
  - control of substances hazardous to health (COSHH)
  - manual handling techniques
  - electrical safety and security
  - safe storage of equipment.
- Accessing up to date health and safety information to carry out all work tasks safely and responsibly.
- Legislative rights and responsibilities for workplace health and safety.
- Manufacturer's guidelines for use, maintenance and storage of equipment.
- Music licence fees.
- Gym inductions:
  - policies and procedures in an organisation, e.g. booking in, single client induction or group inductions, mandatory or optional inductions for clients
  - facility walk-through, e.g. gym floor, class studios, CV machines, resistance equipment
  - adapting inductions for individuals and small groups (maximum of five).

## **B2 Types of exercise and exercise equipment**

Learners will know how to perform each exercise safely and effectively, giving appropriate demonstration and teaching points associated with each exercise.

- Types of gym-based exercise equipment.
- Cardiovascular machines:
  - treadmill
  - cycle
  - rowing machine.
- Free weights:
  - dumbbells
  - barbells
  - collars and benches.
- Resistance machines.
- Resistance training equipment, the effects of the following on exercise and the participant:
  - resistance
  - force
  - axis.
- Variable resistance.

## Types of exercises:

- Cardiovascular exercises – correct set-up to include seat height, duration, speed:
  - upright cycle
  - recumbent cycle
  - treadmill
  - stepper
  - rowing machine
  - elliptical trainer
  - cross trainer.
- Fixed resistance machine exercises – correct resistance machine set-up and adjustment – seat height, point of pivot, lever length; primary and secondary muscle groups involved in each exercise:
  - seated chest press
  - bench press
  - pec dec
  - seated row
  - shoulder press
  - lateral pull-down (in front of chest)
  - assisted pull-up
  - triceps pushdown (high pulley)
  - triceps press
  - bicep curl (low pulley)
  - seated bicep curl
  - leg press
  - seated knee extension
  - lying leg curl
  - seated leg curl
  - abdominal machine
  - seated abductor
  - seated adductor
  - lower back machine.
- Body weight exercises:
  - chins
  - press-ups
  - lunge
  - squat
  - abdominal curl
  - plank
  - prone back raise.
- Free weight exercise; primary and secondary muscle groups involved in each exercise.

- Lifting, passing and spotting techniques:
  - dumbbells – front raise, single arm row, bent arm pullover, shoulder press, lateral raise, prone flyes single arm triceps press, bicep curl, lunge, tricep extension
  - deadlift
  - squat
  - barbell – upright row, bench press, supine triceps press, bicep curl, lunge, deadlift, squat, lying triceps extension
  - spotting.
- Small equipment – mats for abdominal exercise:
  - functional exercise and functional equipment – exercises that address the movement patterns/muscle actions/components of fitness required for activities of daily living
  - flexibility – static, passive, dynamic, active stretching methods
  - mobility – mobilisation of joints exercises.

### **B3 Principles of training**

Local/National physical activity guidelines for adolescents, adults, older adults, antenatal and postnatal women.

- Components of health-related fitness and skill-related fitness:
  - aerobic endurance
  - flexibility
  - muscular endurance
  - strength (hypertrophy)
  - body composition
  - speed
  - power
  - reaction time
  - balance
  - coordination.
- Factors that affect the components of health related and skill related fitness.
- FITT (Frequency, Intensity, Time, Type) principles – adaptation modification and progression of each for aerobic and anaerobic training.
- Additional principles of fitness – specificity, progressive overload, reversibility, adaptability, individuality, recovery time, adherence, rate, resistance, repetitions, range of movement – applied to aerobic, anaerobic training and stretching.
- Characteristics of aerobic and anaerobic activities.
- Exercise prescription for health, wellbeing and physical fitness.
- Sport-specific exercise.
- Relationship between physical fitness, health-related exercise, sports-specific exercise.
- Training methods.
- Cardiovascular exercise – continuous, interval, fartlek; differences and benefits of each type.
- Resistance exercise – single set, circuit training, basic sets, Delorme and Watkins 10 RM system, super sets, pyramid.

- The Muscular Strength and Endurance (MSE) continuum.
- The benefits of MSE training in relation to health-related fitness and factors affecting individual's ability to achieve MSE gains.
- Functional exercise and functional equipment – movement patterns, muscle actions, components of fitness required for activities of daily living.
- Flexibility and range of motion exercise: static, dynamic, active and passive stretching, mobilisation of joints, range of movement continuum, physiological and health-related changes that occur as a result of stretching, dynamic.
- Programming exercise for physical fitness – physiological adaptations to the body systems.
- Programming exercise for health benefits – whole body approach in health-related fitness.

#### **B4 Components of gym-based exercise sessions**

- Warm-up – pulse raiser, mobiliser, stretch.
- Cool-down – pulse lowerer, stretch.
- Safe alignment of exercise position.
- Alternative exercises to potentially harmful exercises.
- Health and environmental factors which can influence safety and group or individual working space.
- Developing client co-ordination by building up exercises/movements up gradually.
- Intensity – adapting exercise/movements to increase and decrease the intensity.
- Impact – high- and low-impact exercises.
- Alternative exercises for individual needs, e.g. wall press-ups for the older adult.
- Effect of speed of movement on posture, alignment and intensity.
- Importance of muscle balance in exercise sessions.

#### **Learning aim C: Explore specific populations exercise requirements and contraindications to exercise**

Learners will understand the changes in anatomy and physiology of specific populations and the relevant physical activity guidelines for different ages and dose-response relationship including appropriate exercise activity required for health benefits and fitness benefits as well as contraindications to exercise and physical activity.

##### **C1 Antenatal and postnatal women**

- Changes to the body systems during antenatal and postnatal period:
  - general changes to the cardiovascular system
  - general changes to the respiratory system
  - impact of hormones and endocrine system
  - changes to musculoskeletal system (including bone, tendon, ligaments and joints)
  - effects of pregnancy on joint alignment
  - muscular system
  - the nervous system
  - implications of posture
  - exercise implications and contraindications of stability.

- Contraindications for antenatal women:
  - should not exercise in the supine position after 16 weeks of pregnancy
  - no exercise in the prone position
  - limited prolonged motionless standing
  - no loaded forward flexion
  - no overhead resistance exercise
  - no leg adduction and abduction against a resistance
  - no isometric exercises
  - no rapid changes of direction or position, uncontrolled twisting
  - no exercise with a risk of falling or abdominal trauma
  - no excessive and uncontrolled de-stabilisation techniques
  - no high-intensity exercise or high impact
  - avoid hot and humid conditions.
- Symptoms experienced by antenatal women that should stop any further participation in exercise:
  - dizziness, faintness or nausea
  - discharge such as bleeding or leakage of amniotic fluid
  - pain such as abdominal pain, contraction type pain, unexplained pain in the back, pelvis, groin, buttocks or legs
  - excessive shortness of breath, chest pain or palpitations.
- Exercise requirements for antenatal women:
  - beginners 15 minutes continuous activity gradual increase to 30 minutes continuous low-moderate intensity aerobic activity
  - low impact
  - exercise sessions last no longer than 45 minutes
  - participant should be fully hydrated and have sufficient calorie intake
  - continual checks for appropriate exercise intensity – heart rate monitor, talk test.
- Contraindications for postnatal women:
  - no participation in exercise until signed off by health care professional
  - higher risk of certain conditions, e.g. air embolism, thrombosis and haemorrhage, during the first weeks post birth
  - no high-intensity exercise
  - no high-impact, twisting, rapid, ballistic or aggressive movements for at least six months and introduced progressively thereafter
  - no 'sit-up', 'crunch' or 'oblique crossover' type exercises
  - babies should not be used as resistance or weight for exercise and should be excluded from the exercise area.
- Exercise requirements for postnatal women:
  - re-educate posture, joint alignment, muscle imbalances, stability, motor skills, transversus abdominis muscle recruitment and pelvic floor muscle function before progressing to more vigorous exercise.

## C2 The older adult

Learners need to understand how the ageing process affects the body's systems and that ageing is not a disease but is where progressive losses and declines in the function of most physiological and psychological systems occur. This impacts on fitness and safety during exercise, which eventually leads to increased frailty and inability to respond to stress and disease.

- Functional status at any age depends on a person's rate of ageing, health, gender, lifestyle behaviour and socio-economic influences.
- Changes to the body systems in the older adult:
  - general changes to the cardiovascular system
  - general changes to the respiratory system
  - impact of hormones and endocrine system
  - changes to musculoskeletal system (including bone, tendon, ligaments and joints)
  - effects on joint alignment
  - muscular system
  - the nervous system
  - implications of posture
  - exercise implications and contraindications of stability.
- 40 is the approximate age at which the ageing process begins.
- 50 is the age at which the progressive losses to the body systems start to occur:
  - muscular strength (fewer, smaller and weaker fibres)
  - power (fewer fast twitch, smaller, weaker and slower)
  - bone density (thinner, more brittle bone and less ability to withstand fracture)
  - aerobic endurance (fewer capillaries, less elastic vessels and reduced intake, uptake and utilisation of oxygen)
  - balance and co-ordination (less sensory input and less postural stability, less ability to prevent a trip turning into a fall)
  - flexibility, agility and later mobility and transfer skills (stiffer joints, reduced range and ease of movement and less ability to perform activities of daily living (ADLs) such as getting up and down from floor, chairs safely etc.)
  - reduced motor learning (slower motor learning)
  - reduced visual and aural acuity (sight and hearing difficulties)
  - poorer short-term memory
  - potentially serious disease is increasingly prevalent with increasing age
  - activity levels remain low or decrease with increasing age
  - the losses in each of the body systems (NB from the age of 40) result in a corresponding loss of 1-2% loss per year in physical capacity.
- Contraindications:
  - avoid extreme spinal flexion
  - high-impact and high-intensity exercises should be closely monitored.

- Exercise requirements:
  - highly trained individuals in the 50+ age range are a very small and elite group accounting for approximately 1% of the 50+ population
  - longer time spent and more gradual warm-up (15 minutes) and cool-down
  - use of the talk test and RPE scale to monitor intensity
  - continual checks for correct technique for injury prevention
  - more time during transitions, e.g. floor to standing
  - simplify exercise when correct technique cannot be maintained
  - teach new exercises with the easiest position and/or the lightest resistance and progress slowly initially.

### **C3 Adolescents**

- Changes to the body systems in the adolescent:
  - general changes to the cardiovascular system
  - general changes to the respiratory system
  - impact of hormones and endocrine system
  - changes to musculoskeletal system (including bone, tendon, ligaments and joints)
  - effects on joint alignment
  - muscular system
  - the nervous system
  - implications of posture
  - exercise implications and contraindications of stability.
- Contraindications:
  - resistance exercise should not be performed to the point of momentary muscular fatigue
  - flexibility training can increase the risk of injury during growth spurts – adaptations need to be provided
  - adult-sized equipment may be too big for some adolescents if it cannot be adjusted to fit properly, e.g. spin bikes cannot be adjusted to fit
  - avoid excessive training
  - should not lift maximal amounts of weight until they are physically mature (approximately 16 for males and 2 years after the menarche for females)
  - adult training regimes should not be used with adolescents
  - pin loaded adult equipment may have too large weight increments on adult machines
  - free-weight and resistance exercise should only be instructed by a qualified children's physical activity instructor
  - some adolescents will not have gained sufficient motor skills to develop their flexibility with good technique and therefore risk injury by not understanding stretching to the point of 'mild tension'. Terminology and understanding needs to be adapted to ensure adolescents understand the given task.



- Exercise requirements:
  - psychological safety considerations – consult a children’s physical activity instructor if any concerns arise, effective communication with young people and their parents or guardians, adhere to safeguarding standards and legislation, self-esteem concerns for young people associated with body image or level of physical maturity related to age, social issues associated with adolescents and antisocial behaviour
  - flexibility training – adaptations need to be provided and stretching to the point of ‘mild tension’
  - individual’s development age not just chronological age
  - gym etiquette
  - supervised muscular strength and endurance programme is beneficial to a child’s overall growth and development
  - variety of training methods and equipment
  - size- and age-appropriate equipment for the exercise activity
  - interval training for aerobic fitness
  - monitoring exercise intensity – use of a heart rate chart alongside the use of RPE until full physical maturity has been reached
  - progression in resistance – reps and sets to be programmed when the adolescents are physically and mentally ready
  - frequency: 2-3 times a week to develop strength.
- Rest between sessions:
  - 48 hours recovery for heavier exercise sessions
  - intensity: repetitions and resistance: lighter resistance (15-20 repetitions), moderate resistance (10-15 repetitions), heavier resistance (6-10 repetitions)
  - time: single sets and progress to 3-4 sets, rest (between sets)
  - type: promote muscle balance and joint stability by using a whole body approach and working all major muscles. Avoid too much eccentric muscle work.

#### **C4 People with disabilities**

Current legislation related to working with people with disability to support participation in exercise and physical activity.

- Types of disability:
  - visual impairment:
    - partially sighted
    - blindness.
  - hearing impairment
  - physical impairment:
    - progressive disorders, e.g. MS
    - asymmetric weakness, e.g. stroke, cerebral palsy
    - sensory nerve damage
    - use of wheelchair
  - mental impairment.
- Contraindications:
  - these will be specific to the type of disability a person has – assessed during screening and professional referral or advice sought where required.
- Exercise requirements:
  - simplifying exercises: reducing intensity, modifying exercise positions
  - modifying exercise modalities.

## **Learning aim D: Plan and instruct clients through gym-based inductions and exercise sessions**

### **D1 Planning and instructing a gym-based induction**

Learners will know the process to carry out an individual and small group induction in an exercise environment:

- Welcome clients, advise clients of the facilities, equipment, emergency procedures.
- Facility walk through, e.g. gym floor, changing rooms, studios, CV machines, resistance equipment.
- Check client's ability and any medical conditions, e.g. PAR-Q.
- Warm-up.
- Introduce equipment – physical and technical demands of each exercise and the purpose.
- Demonstrate use of equipment.
- Select appropriate intensity for client to use the equipment, e.g. resistance, speed.
- Observe client using equipment.
- Adapt intensity to suit client's needs.
- Provide client with teaching points and feedback on how to use each piece of equipment safely and effectively.
- Conclude session – cool-down, feedback.
- Methods to adapt inductions for individuals and small groups (maximum of five) to maintain effectiveness.
- Signposting clients to other areas of the facility.

### **D2 Planning a gym-based exercise session**

Learners will need to be able to plan a safe and effective gym-based exercise session for an individual client or small group.

- Aims and objectives of the gym-based exercise programme:
  - gathering information from clients and using the information to agree objectives for gym-based exercise programmes
  - importance of agreeing goals with clients in line with the needs and potential of participants, good practice in the industry and own levels of competence
  - seeking advice from another professional if any objectives or hazards are identified that are beyond own level of competence.
- Planning the session:
  - appropriate exercises are identified
  - appropriate sequences of exercises
  - appropriate timings of each exercise
  - selection of the correct equipment for the programme
  - adapting a gym-based exercise programme to ensure appropriate progression and/or regression
  - muscle balance
  - use of anatomy and physiology principles in the design of exercise programmes.

- Components of a gym-based exercise session:
  - warm-up – pulse raiser, mobility, pre-stretch (dynamic and static stretches), pre-learning of moves, rewarm; physiological changes that happen in the body in the warm-up; specific warm-up in relation to the chosen type of activity – cardiovascular, MSE, resistance training, advantages and disadvantages of using CV machines or body weight to effectively warm-up
  - main component – cardiovascular endurance, muscular strength or muscular endurance
  - cool-down – developmental and maintenance stretching, mobilisation of joints, relaxation, wake up; physiological changes that happen in the body during a cool-down, specific cool-downs in relation to the chosen type of activity
  - structure of the aerobic component with in a health-related exercise session – including re-warm, peak and warm-down
  - length of time for each component
  - change of times for each component for clients with differing levels of fitness.
- Pre-gym-based exercise preparation:
  - risk assessment of the area
  - checking equipment
  - ensuring area is sufficient and safe for the session
  - appropriate temperature and ventilation.
- Preparing clients for gym-based exercise:
  - welcome clients
  - check client's ability and any medical conditions
  - inform the client on the physical and technical demands of each exercise and the purpose and value of each exercise
  - confirm or revise plans with the client as appropriate
  - demonstrate any specific movements
  - advise clients of the facility's emergency procedures.
- Concluding a gym-based exercise session:
  - feed back to the client on how they have performed
  - allow the client to feed back or reflect on the session and ask questions
  - feedback to allow the client to continue their programme for gym-based exercise without direct supervision
  - follow correct procedures for checking and putting away equipment used
  - ensure the area used is in an acceptable condition for future use.

### **D3 Instructing a gym-based exercise session**

Learners must instruct a gym-based exercise session using fixed weights and free weights, body weight exercises, cardiovascular machines, functional skills two and flexibility exercises for individuals or small groups.

- Pre gym-based exercise session checks.
- Preparing clients for exercise session.
- Explain and correctly demonstrate safe and effective technique for each exercise.
- Checking client's understanding of how to perform each exercise safely and effectively.
- Provide teaching points for each exercise to support clients in performing the correct and safe technique.

- Communicate as appropriate to the clients' needs and the environment.
- Change position to observe client or group exercise clients.
- Monitor the safety and intensity of each exercise – heart rate monitoring, RPE, heart rate training zones, talk test.
- Provide timely clear instructions and feedback.
- Adapt exercise with suitable progressions and regressions according to clients' needs.
- Provide safe and effective cool-down activities.
- Use of relevant anatomical and physiological terminology in the provision of fitness advice and programming.
- Concluding a gym-based exercise session.

#### **D4 Reviewing own performance in providing gym-based exercise**

- How well the exercises met the clients' needs and the appropriateness of the session content in relation to the client and environment.
- Relationship with the clients: how effective and motivational it was and how well the instructing style matched the clients' needs.
- Adaptations to the session based on own performance and session content.
- Ways to improve personal practice – personal action plan for development, reviewing personal action plan, accessing information on developments in the fitness industry, maintenance of continual professional development, e.g. courses, independent research on industry trends; identifying further development of professional practice.
- Career pathways in the fitness sector.
- Financial planning and review for future development – income, costs working as a gym instructor (e.g. music licence fees, insurance, membership of professional bodies), social media profiles to promote self or business, understanding organisation's product offer and how to support secondary spends.

#### **D5 Reviewing client's performance**

- Appraise client performance in the exercise session.
- Monitoring client's achievement of SMART targets.
- Knowing when to review a client's programme.
- Recommendations for client.
- Methods of gaining feedback from the client.
- Giving positive feedback about client's progress.
- Adaptations to the session and programme based on client performance.
- Reviewing SMART targets.
- Recommend other types of training or equipment based in health and fitness centres to support achievement of client goals.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore methods of working with and screening clients to improve their lifestyle management</b>		
<p><b>A.P1</b> Carry out and interpret the results from client screening processes for two contrasting client's demonstrating methods to develop good working relationships.</p> <p><b>A.P2</b> Explain the responsibilities of a fitness instructor and methods they can use to provide effective client care and improve client participation and adherence in exercise to provide benefits to their health and wellbeing.</p>	<p><b>A.M1</b> Assess client screening information from two contrasting clients and provide lifestyle recommendations to improve each individual's participation in regular exercise.</p>	
<b>Learning aim B: Explore principles of exercise and training to develop fitness safely in an exercise environment</b>		<p><b>AB.D1</b> Justify lifestyle recommendations and exercise session plans for two contrasting clients to improve their participation in regular exercise.</p>
<p><b>B.P3</b> Demonstrate knowledge of health and safety in the exercise environment through appropriate cleaning methods, risk assessments and procedures to deal with accidents and injuries.</p> <p><b>B.P4</b> Demonstrate correct use of equipment and technique for cardiovascular, fixed resistance machines, free weights, functional and flexibility training exercises.</p> <p><b>B.P5</b> Produce a series of exercise session plans that follow the principles of training, describing how the principles of training are used to develop specific components of fitness and improve body composition.</p>	<p><b>B.M2</b> Assess the importance of correct use of equipment and appropriate exercise session planning to maintain the health and safety of clients.</p>	

Pass	Merit	Distinction
<b>Learning aim C: Explore specific populations exercise requirements and contraindications to exercise</b>		<b>CD.D2</b> Evaluate the delivery of a gym-based induction and exercise session, justifying suggestions made to improve own and client's performance and providing adaptations to the session for a client from a specific population.
<b>C.P6</b> Explain the contraindications and exercise requirements for antenatal and postnatal women, the older adult, adolescents and people with disabilities.	<b>C.M3</b> Assess methods that can be used to adapt cardiovascular, resistance exercises, functional exercise and flexibility exercise for one type of person in a specific population.	
<b>Learning aim D: Plan and instruct clients through gym-based inductions and exercise sessions.</b>		
<b>D.P7</b> Plan a gym-based induction and exercise session. <b>D.P8</b> Carry out a gym-based induction and exercise sessions. <b>D.P9</b> Review own and client's performance.	<b>D.M4</b> Assess the delivery of a gym-based induction and exercise session, making recommendations for future improvements to own and client's performance.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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, AB.D1)

Learning aims: C and D (C.P6, D.P7, D.P8, D.P9, C.M3, D.M4, CD.D2)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- gym equipment, to include cardiovascular machines, free weights and fixed weights
- recording equipment, such as a video camera, a tablet, a voice recorder
- a range of field fitness testing and health screening equipment
- normative data for interpretation of test results
- suitable exercise facilities and equipment, for example a gym with cardiovascular equipment, fixed resistance machines and free weights.

### Essential information for assessment decisions

Employers have stipulated that all practical assessment must be conducted in a **real-world environment**. This, where possible, should be in the workplace **on the job at work**, or in a situation that is as close as possible to this, in order to replicate a working environment. For example, where appropriate an acceptable scenario is that you could use a different cohort of learners for practical assessment. This can also be covered within a work placement.

The assessment should be conducted with **real clients/participants** and not with peers. A real client/participant is someone who is, in the best case, a member of the club/facility or the equivalent for self-employed trainees.

The **real client/participant** must not:

- work at the same facility as the candidate
- be related to the candidate, i.e. a spouse, partner, stepparent, brother or sister, etc
- be enrolled on the same qualification as the trainee at the same time
- be a close friend.

#### **If you are unable to use real clients/participants:**

There are situations where using a real client/participant is untenable. If there are any other circumstances for real clients/participants not being used this should be agreed upon with the Awarding Organisation and evidence provided.

### Learning aims A and B

**For Distinction standard**, learners will interpret the results of the lifestyle screening tests for two contrasting clients and justify how the results can have an impact on each client's lifestyle and exercise choices. They will need to be able to provide suggestions as to what sort of exercises would be suitable for each client, with reasoning and justification from evidence discovered in the screening processes and provide justified reasoning for methods each client could use to improve their participation in regular exercise.



**For Merit standard,** learners will carry out different methods of screening and select the most appropriate method for each contrasting client, in order to gain the maximum amount of information and understanding of their lifestyle and exercise aims. Learners will give suggestions to support each client in ensuring they exercise safely in line with their specific identified requirements. They will also review the strengths and weaknesses of different types of methods to improve regular participation in regular exercise for each client and recommend the methods that are most appropriate for each client.

They will assess the potential risks to health from using incorrect technique when performing cardiovascular, fixed resistance machines, free weights, functional and flexibility exercises. They will also assess risks to health from not following the FITT principles and additional principles of fitness when designing a series of session plans.

**For Pass standard,** learners will carry out client screening for two contrasting clients. They will demonstrate appropriate methods to engage with clients and methods that can be used to build a good working relationship and connect with the client. Learners will interpret the results in terms of any lifestyle concerns and exercise requirements of each individual. They will explain any requirements for each client to help them to exercise safely in relation to the information supplied in the screening processes. They should feedback the results from the screening and demonstrate the ability to provide sensitive feedback and any relevant healthy lifestyle advice to clients based on collected information and test results/‘norms’.

Learners will give reasons for factors that may affect safe exercise participation and identify any requirements that the clients may have to help them exercise safely.

Learners will provide appropriate methods to improve each client’s participation in regular exercise showing an understanding of which methods are more appropriate for specific client’s needs.

Learners will demonstrate how to follow appropriate legislation in relation to client data protection and confidentiality.

Learners will be able to explain the benefits of physical activity and their relation to reducing the risk of disease, including relevant guidelines for different ages and dose-response relationship. They will also be able to explain the difference between eustress and distress and the implications of distress on health and wellbeing as well as provide information on stress management techniques. They will also be able to identify the agencies involved in promoting physical activity for health in their home country.

Learners will check and maintain an exercise environment to ensure it is safe for clients to use. They will use appropriate cleaning equipment and products to maintain the cleanliness of the exercise environment.

Learners will demonstrate the correct and safe way to perform cardiovascular exercises, resistance exercises (fixed weights and free weights), functional exercises, flexibility exercises and mobility exercises. They will show that they understand how to use the different types of gym-based equipment used for each type of exercise and why a particular piece of equipment may be preferable to another. Learners will also know how to adapt exercises based on a client’s fitness or individual needs. Learners will also be able to explain how each component of fitness is trained by specific exercises.

Learners will demonstrate an understanding of the principles of training and how these are used to develop an exercise session. They will write a series of exercise sessions to demonstrate how the principles of training are progressed to develop a client's fitness for a specific goal. They will also apply biomechanical concepts to the series of exercise session plans.

### Learning aims C and D

**For Distinction standard**, learners will evaluate how they planned and delivered a gym-based exercise session, making judgements and forming conclusions on their own performance. Their judgements will be based on the effectiveness and appropriateness of exercise techniques and communication methods they planned and used for cardiovascular endurance and resistance training, and the ways in which they adapted each exercise to make them more or less challenging depending on the needs of the specific client. Their judgements will be supported by evidence of observation and/or feedback from the client taking part in the session. From this evaluation, learners will justify their areas of strength, areas where improvement is needed and recommendations for how these improvements can be made.

Learners will consider the decision-making process for instructors planning and delivering gym-based sessions when presented with the results of client assessment and the choices of possible exercises. They will evaluate the positive and negative impacts of these factors, weighing up the strengths, weaknesses and implications on each other and the session as a whole. They will then draw conclusions as to the decisions instructors make to ensure safe and effective sessions are planned and delivered using well-considered arguments supported by examples.

Learners will also provide an additional plan with reasoning to show how they would adapt their planned session for a person from a named specific population (antenatal women, postnatal women, the older adult, adolescents and people with disabilities).

**For Merit standard**, learners will show an understanding of methods that can be used when working with people from two types of special populations (antenatal women, postnatal women, the older adult, adolescents and people with disabilities) to adapt exercise equipment or exercise techniques to meet their needs exploring the advantages and any possible disadvantages with each method covered.

Learners will provide detailed plans for a gym-based exercise session that takes into account the needs of two contrasting clients and provides adaptations to each exercise to meet the needs of each client. Learners will demonstrate that they are able to carry out the correct techniques when performing cardiovascular endurance and resistance training. They will demonstrate a variety of ways to adapt each exercise or provide a variety of alternative exercises to meet the needs of contrasting clients.

Learners will demonstrate effective communication, both verbal and non-verbal, that meets the needs of the client and ensures the client knows exactly what to do and is motivated throughout the gym-based session. Learners will then carry out a review of their delivery of the exercise session, explaining what they did well and not so well, and the reasons for this. Learners also provide considered explanations and recommendations as to what they could do in future to improve their gym-based exercise session delivery. Learners will also provide considered explanations and recommendations of their client's current fitness levels and performance and how in future they plan to improve their exercise sessions.

**For Pass standard,** learners will explain the types of exercises antenatal and postnatal women, the older adult, adolescents and people with disabilities should not perform with reasoning for each and also the exercise requirement of each group.

They must produce a plan that must include relevant information about the aims and objectives of the session, the client's needs, the equipment to be used and the exercise activities taking place. The activities must be safe and effective, meaning they must be appropriate to the client's needs and requirements and designed to achieve the planned outcomes.

Learners will prepare a gym-based exercise session that includes a minimum of three types of cardiovascular equipment from the following options:

- upright cycle
- recumbent cycle
- treadmill
- stepper
- rowing machine
- elliptical trainer
- cross-trainer.

Learners must show they have planned and instructed for a minimum of:

- three body weight exercises
- four exercises from each of the following: resistance machine lifts, free weight lifts.

Joint/movement	Resistance machine	Free weight	Body weight
Shoulder flexion	Seated chest press (neutral grip)	Front raise (DB)	NA
Shoulder extension	Seated row (low pulley) Seated row (neutral grip)	Single arm row Bent arm pullover (DB)	NA
Shoulder abduction	Shoulder press	Shoulder press (DB) Lateral raise (DB) Upright row (BB)	NA
Shoulder adduction	Lat pull down (in front of chest) Assisted pull up	Chins	NA
Shoulder horizontal flexion	Bench press Seated chest press (BB grip) Pec dec	Bench press Flyes (DB)	Press up
Shoulder horizontal extension	Seated row (BB grip)	Prone flye (DB)	NA

Joint/movement	Resistance machine	Free weight	Body weight
Elbow extension	Triceps pushdown (high pulley) Tricep press	Supine Triceps press (BB) Single arm Triceps press (DB)	Press up
Elbow flexion	Biceps curl (low pulley) Seated bicep curl	Biceps curl (BB) (DB)	
Hip extension	Leg press Total hip	Lunge (BB, DB optional) Dead lift (BB) (DB)	Lunge
Hip adduction	Seated adductor Total hip		
Hip abduction	Seated abductor Total hip		
Knee extension	Seated knee extension Leg press	Lunge Dead lift (BB) (DB) Squat (DB) (BB)	Lunge Squat
Knee flexion	Lying thigh curl Seated thigh curl		
Trunk flexion	Abdominal machine	Abdominal curl	
Spinal Extension	Lower back machine	Dead lift (BB) (DB)	Back raise

There must be evidence that the learner has planned a gym-based programme by applying the principles and variables of fitness to a range of activities to meet identified client goals and/or to achieve general fitness and health gains.

Learners need to show that they can deliver the planned session safely and effectively.

There must be evidence that the learner has planned and instructed a safe and effective warm-up and cool-down.

Learners must demonstrate correct lifting and passing techniques, including dead lifting the barbell safely from the floor and spotting. Learners must show accurate demonstrations of movements and techniques appropriate to the exercise environment with particular attention to the speed of movements. Learners will need to provide accurate teaching points that are appropriate to the needs and limitations of the client. The gym-based cardiovascular and resistance exercises, and equipment used, are likely to achieve the planned results and are unlikely to cause injury to the client.

Learners must show that they are able to communicate effectively with clients using motivational styles appropriate to the individual and the exercise format. Learners must show that they can apply methods of voice projection and can effectively use the volume and pitch of their voice. Learners should be observed teaching from a variety of positions using mirroring and demonstrating control of the client.

Learners must show the ability to observe their clients/participants and correct poor technique where required, giving regular teaching points to meet individual needs.

Learners must show evidence that they have the knowledge to safely adapt sessions for the individual and occasional apparently healthy special population client including:

- young people in the 14-16 age range
- antenatal and postnatal women
- older people (50 plus).

Learners will review how the session went, identify what worked well in the session and areas for improvement. They will also review their own planning and delivery of the gym session and consider areas for development including how they can financially plan for the future, taking into account the costs associated with working as a gym instructor and how they can support an organisation to support secondary spends to improve their revenue. Learners will also provide recommendations on how to plan for future exercise sessions based on the client's performance.

### **Links to other units**

This unit links to:

- Unit 7: Personal Training and Programming
- Unit 8: Anatomy and Physiology for Exercise and Physical Activity
- Unit 9: Nutrition for Physical Activity and Exercise
- Unit 27 Sport Psychology.

### **Employer involvement**

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

- work experience
- visits to health and fitness centres
- guest speakers
- support from fitness professionals as mentors.

### **Opportunities to develop transferable employability skills**

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- verbal and visual communication skills
- time management skills.



# Unit 7: Personal Training and Programming

Level: 3

Unit type: **Internal**

Guided learning hours: **180**

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## Unit in brief

Learners explore the theoretical and practical requirements for working as a personal trainer.

## Unit introduction

There has been consistent global growth in the health and fitness industry. This is due to the fact that in some parts of the world, more and more people are spending time and money to take part in regular physical activity for their health and wellbeing. Many people are now able to pay for their own personal trainer to help to target fitness training programmes for their individual needs. Personal trainers will need to be able to tailor make fitness training programmes for their clients using equipment and facilities in the local area and deliver engaging one-to-one fitness sessions to maintain their client's motivation to stay on track as they work towards their individual fitness goals.

In this unit, you will explore in depth the anatomy and physiology of the main body systems that are involved in participation in regular exercise and how they respond to exercise both in the short and in the long-term.

You will gain a practical and theoretical understanding of the range of health screening methods used to check the health of clients with different needs. You will explore the different type of exercises for different components of fitness and how exercises can be performed safely and with the correct technique. You will investigate how to plan a personal training exercise session, taking into account clients' needs and how these sessions can be adapted to meet different needs. You will then explore how to instruct a safe and effective personal training session. An experienced personal trainer will always review their sessions and obtain feedback from their clients. You will explore different methods for collecting feedback on performance, enabling you to identify your strengths and areas for improvement. You will also learn how and when to reassess clients to then amend and update the exercise programme to ensure it is meeting their individual needs.

The knowledge and skills this unit gives you are an exciting combination of theory and applied aspects to help learners gain an improved understanding and practical experience of personal training.

This unit will help you to progress to employment in the health and fitness industry both nationally and internationally. The unit will also help you to progress to further study in higher education or to professional qualifications in personal training, or to working with special populations and medical referral.

## Learning aims

In this unit you will:

- A** Explore anatomy, physiology and biomechanics for personal training
- B** Explore client health and wellbeing to plan personal training programmes
- C** Explore personal training methods and programming
- D** Plan, deliver and review personal training sessions for a client.



## Summary of unit

Learning aim	Key content areas	Assessment approach
<p><b>A</b> Explore anatomy, physiology and biomechanics for personal training</p>	<p><b>A1</b> Musculoskeletal system  <b>A2</b> Cardiorespiratory system  <b>A3</b> Energy systems  <b>A4</b> Nervous system  <b>A5</b> Endocrine system  <b>A6</b> Biomechanics in personal training</p>	<p>Written report covering each body system and the effect of biomechanics and kinesiology in personal training.</p>
<p><b>B</b> Explore client health and wellbeing to plan personal training programmes</p>	<p><b>B1</b> Factors that affect client health and wellbeing  <b>B2</b> Health conditions and client screening methods  <b>B3</b> Strategies to encourage long-term positive lifestyle practice</p>	<p>Visual/audio evidence of learners carrying out screening processes with a client and a written report focusing on screening activity results, factors affecting safe exercise participation and when to refer clients.</p>
<p><b>C</b> Explore personal training methods and programming</p>	<p><b>C1</b> Personal training methods for cardiovascular endurance  <b>C2</b> Personal training methods for muscular strength  <b>C3</b> Personal training methods for muscular endurance  <b>C4</b> Personal training methods for flexibility  <b>C5</b> Personal training methods for functional exercise  <b>C6</b> Designing personal training programmes</p>	<p>Exercise and health recommendations based on the results and factors, supported by evidence of completed lifestyle screening activities.  A written report which compares different types of training for specific components of fitness and how they can be adapted to meet the needs of specific clients.  Personal training programme for two contrasting clients.  Session plans.</p>
<p><b>D</b> Plan, deliver and review personal training sessions for a client</p>	<p><b>D1</b> Planning a personal training session  <b>D2</b> Instructing a personal training session  <b>D3</b> Reviewing own performance in instructing a personal training session  <b>D4</b> Reviewing clients performance, fitness levels and goals</p>	<p>Visual/audio evidence of learners instructing a personal training session. The session plan and an evaluative report of own performance and client's performance must be evidenced.</p>

## Content

### Learning aim A: Explore anatomy, physiology and biomechanics for personal training

#### A1 Musculoskeletal system

- Bones of the skeleton.
- Axial skeleton:
  - cranium
  - cervical vertebrae
  - thoracic vertebrae
  - lumbar vertebrae
  - sacral vertebrae
  - sternum
  - ribs
  - coccyx.
- Appendicular skeleton:
  - scapula
  - clavicle
  - humerus
  - ulna
  - radius
  - carpals
  - metacarpals
  - phalanges
  - ilium
  - ischium
  - pubis
  - femur
  - patella
  - tibia
  - fibula
  - tarsals
  - calcaneus
  - metatarsals.
- Structure of bones:
  - compact bone
  - cancellous/spongy bone
  - articular cartilage
  - epiphysis
  - diaphysis
  - periosteum
  - epiphyseal plates
  - bone marrow.

- Bone growth:
  - remodelling process
  - ageing process
  - osteoblasts
  - osteoclasts.
- Synovial joints – condyloid, saddle, hinge, ball and socket, gliding, pivot.
- Movement available at joints:
  - flexion
  - extension
  - adduction
  - abduction
  - circumduction
  - supination
  - pronation
  - plantarflexion
  - dorsiflexion
  - lateral flexion
  - lateral extension
  - horizontal flexion
  - horizontal extension
  - elevation
  - depression
  - inversion
  - eversion.
- Joint stability:
  - passive and active structures
  - shock absorption, e.g. natural curves of the spine
  - ligaments.
- Types of muscle – cardiac, smooth, skeletal.
- Connective tissue – epimysium, perimysium, endomysium.
- Muscle actions, origins and insertions:
  - rotator cuff: supraspinatus, infraspinatus, teres minor, subscapularis
  - shoulder girdle: levator scapulae, pectoralis minor, serratus anterior, trapezius, rhomboids major/minor, teres major
  - spinal extensors: erector spinae, iliocostalis, longissimus, spinalis, multifidus, quadratus lumborum
  - hip flexors (iliopsoas): iliacus, psoas major
  - adductors: magnus, brevis, longus, pectineus, gracilis, sartorius
  - abductors: gluteus medius, gluteus minimus, piriformis, tensor fascia latae
  - abdominals: rectus abdominus, internal and external obliques, transversus abdominus
  - quadriceps – rectus femoris, vastus lateralis, vastus medialis, vastus intermedius
  - hamstrings – semitendinosus, semimembranosus, biceps femoris
  - respiratory – intercostals, diaphragm
  - 'core' and pelvic floor muscles.

- Location of muscles:
  - local/deep
  - global/superficial muscles.
- Roles of muscles:
  - agonist
  - antagonist
  - synergist
  - fixator.
- Principles of muscle contraction:
  - all or none law
  - sliding filament theory
  - stretch reflex and reverse stretch reflex
  - size principle of motor unit recruitment.
- The effects of exercise on the musculoskeletal system:
  - the effect of weight bearing and non-weight-bearing exercise bones
  - stabilisation of the body and joints
  - neutral spine alignment
  - potential ranges of movement of the spine
  - transmission of stress caused by impact, body weight, bone density.
- Effect of muscle contractions and movements on joints, e.g. posture, impact, body weight:
  - risks: lack of biomechanical efficiency, reduction in transmission of stress, increased risk of injury, increased loading place don synergists
  - response to overuse
  - response to underuse
  - response to misuse, e.g. shortening, weakening, altered roles.

## **A2 Cardiorespiratory system**

- Blood vessels:
  - arteries
  - arterioles
  - capillaries
  - venules
  - veins.
- Cardiac cycle.
- Stroke volume.
- Cardiac output.
- Blood pressure – systolic and diastolic.

- Respiratory system:
  - nose
  - mouth
  - lungs
  - pharynx
  - larynx
  - trachea
  - bronchi
  - bronchioles
  - alveoli.
- The effect of exercise on the cardiorespiratory system:
  - increase in blood pressure during exercise
  - decrease in blood pressure from regular participation in aerobic exercise
  - increased venous return during aerobic exercise.

### **A3 Energy system**

- Phosphocreatine system.
- Lactate system.
- Aerobic energy system.
- Energy system continuum.
- Aerobic threshold.
- Anaerobic threshold.
- Effects of different training methods on energy systems.

### **A4 Nervous system**

- Role and functions of the central nervous system.
- Peripheral nervous system.
- Sensory input, interpretation, motor output.
- Neurons.
- Motor units.
- Proprioceptors – muscle spindles and Golgi tendon organs.
- The effect of exercise on the nervous system:
  - motor unit recruitment
  - inter and intramuscular coordination
  - neuromuscular coordination.

### **A5 Endocrine system**

- Hormones – roles and functions of each hormone:
  - insulin
  - glucagon
  - cortisol.

- Glands:
  - pituitary gland
  - thyroid gland
  - adrenal gland
  - pancreas
  - ovaries
  - testes.
- Signs and symptoms of overtraining.

### **A6 Biomechanics in personal training**

- Levers – how length can affect intensity of exercise.
- Gravity.
- Centre of gravity.
- Momentum.
- Force.
- Length-tension relationships.
- Open and closed chain kinetic – advantages and disadvantages of each type of movement.
- The effect of exercise on posture:
  - core stabilisation exercises
  - impact on posture
  - potential for injury/aggravation of problems.
- Abnormal degrees of curvature of the spine and their implications.
- Medical conditions associated with dysfunctional stabilisation, e.g. common spinal disorders.

### **Learning aim B: Explore client health and wellbeing to plan personal training programmes**

#### **B1 Factors that affect client health and wellbeing**

- Lifestyle factors:
  - smoking
  - alcohol
  - nutrition
  - physical activity levels and preferences
  - weight management
  - rest and relaxation
  - relaxation training
  - stress (signs, symptoms, effects and management)
  - work patterns/job
  - relevant personal circumstances
  - posture.
- Psychological factors and their effect on behaviour change:
  - intrinsic and extrinsic motivation
  - social support
  - peer pressure.
- Individual client needs and differences.

- Motives to change.
- Barriers to change: perceived and actual.
- Self-recognition of own barriers.
- Self-efficacy.

## **B2 Health conditions and client screening methods**

- Common health conditions:
  - physical health conditions – obesity, osteoporosis, back pain, high blood pressure, low blood pressure CHD, pre diabetes, diabetes, stroke, cancer, asthma, chronic fatigue, eating disorders, chronic obstructive pulmonary disease, arthritis
  - mental health conditions – stress, depression, anxiety.
- Screening process:
  - one-to-one consultation
  - questionnaires – PAR-Q, PAR-Q+, organisational devised methods, lifestyle questionnaires
  - use of psychological questionnaires to assess readiness to change
  - health assessments – selecting appropriate fitness tests for a client’s current fitness capacity and readiness to participate, protocol, organising equipment and methods to conduct fitness assessments that enable client’s fitness capabilities to be assessed accurately:
    - resting heart rate
    - blood pressure (manual and digital)
    - muscular strength – abdominal curl, sit up test, press up test
    - muscular endurance
    - body composition (skin fold calipers, BIA)
    - anthropometrics, e.g. heights and weight, BMI, waist to hip ratio,
    - cardiovascular fitness (e.g. Rockport walking test, Astrand bike test and submaximal predictive test)
    - flexibility, range of motion, sit and reach, Visual assessment during stretch positions
    - client monitoring during fitness assessments
    - contingency management techniques to deal with a range of problems and issues that may arise during fitness assessments
    - formats for recording information, ensuring information is accessible for considering during retesting in the future
    - analysis of fitness assessments
    - contraindications and limitations for testing, factors affecting the ability of the client to exercise and complete the fitness assessments, when to use alternative methods of data collection
  - ethical, legal and organisational procedures and practices for the conduct of safe fitness assessments, collection and storage of client information
  - postural assessment – static and dynamic postural analysis, optimal postural alignment, postural deficiencies/deviations.
  - risk factor screening, risk factors, e.g. heart disease
  - referral to medical professional
  - informed consent – explaining to the client the aims, purpose and value of pre exercise fitness assessments and what they will involve, clients rights and providing consent prior to participation in fitness assessments

- methods of collecting information appropriate to the client
- deciding which information about the client to collect
- importance of collecting accurate information about clients before beginning any fitness assessments, alternatives to physical fitness assessments
- strengths and weaknesses of fitness assessments for different types of clients
- methods to improve validity and reliability of testing for exercise clients, impact of poor validity and reliability on fitness assessment results in relation to exercise client motivation and programme design
- types of errors that can occur during fitness assessments
- explaining to clients the importance of fitness assessments for individualised exercise programmes
- putting the client at ease during the fitness assessment process, showing empathy and being sensitive to client's goals and current state of readiness
- methods to inform clients of a fitness assessment analysis using suitable communication methods
- methods to discuss and agree informed recommendations to the clients regarding the implications for exercise program design
- feedback from clients to ensure fitness assessment results were understood
- recording recommendations for the clients exercise program based on the assessment results
- treating clients' information with sensitivity, discretion and confidentiality
- professional limitations relating to the safe operation and scope of practice
- medical and health conditions indicating the need for medical clearance.
- Referral to other qualified specialists:
  - doctors
  - physiologists
  - physiotherapists
  - occupational therapists
  - strength and conditioning coach
  - dietitian/nutritionists
  - exercise referral instructors
  - sports therapist
  - sports psychologist.
- Regular assessments to monitor progress.
- Health related information sources for self and client:
  - national health care sources of information and international sources, e.g. American College of Sports Medicine
  - evidence-based health benefits of physical activity
  - dose-response relationship.



**B3 Strategies to encourage long-term positive lifestyle practice**

- Identification of client's readiness to change their behaviour.
- Clarify own role in supporting client with adherence to exercise.
- Clarify client's role and responsibilities in adherence to exercise.
- Motivational theories:
  - arousal theories
  - stages of change
  - transtheoretical model
  - motivational interviewing.
- Interventions to support clients at each stage of change:
  - decisional balance sheet
  - pros and cons
  - cost benefit analysis
  - fitness testing
  - goal setting
  - behavioural modification techniques
  - contingency planning
  - rewards
  - reinforcement strategies
  - self-monitoring.
- Goal setting – SMART goals linked to client's needs and wants, reviewed and adapted.
- Strategies to maintain client contact between exercise sessions.

**Learning aim C: Explore personal training methods and programming****C1 Personal training methods for cardiovascular endurance**

- Cardiovascular exercise training methods and their application to a practical context.
- Principles of cardiovascular training: training thresholds, percentage of heart rate max.
- Types of cardiovascular 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.
- Equipment required for aerobic endurance training.
- Location – gym-based, outdoor-based, e.g. park, cross country, fitness trail.

## **C2 Personal training methods for muscular strength**

- Muscular strength training methods and their application to a practical context.
- Principles when training for strength: calculation of 1 RM, repetitions and sets, rest periods between sets, low repetitions and high loads, order of exercises to prevent or maximise muscle fatigue.
- Methods: pyramid sets, super-setting, giant sets, tri sets, forced repetitions, pre/post exhaust, negative/eccentric training.
- Equipment required – dumbbells, bar bell, weights, bench.
- Location – gym, outdoor, e.g. park with strength training equipment.

## **C3 Personal training methods for muscular endurance**

- 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, body weight.
- Location – gym-based, outdoor, e.g. fixed outdoor circuit training stations.

## **C4 Personal training methods for flexibility**

- Flexibility training methods and their application to a practical context.
- Principles of flexibility: maintenance, developmental, pre-activity.
- Methods of flexibility training: Static: active; passive, dynamic: proprioceptive neuromuscular facilitation (PNF) technique.
- Equipment: towel, belt, band, mat, partner.
- Location – gym, outdoor, e.g. park.

## **C5 Personal training methods for functional exercise**

- Functional training methods and their application to a practical context.
  - core stability exercise
  - gym-based exercises (plank, bridge, V-sit).
  - balance training methods
  - 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
  - coordination training methods
  - exercises which involve the use of two or more body parts together
  - equipment – balance ball, wobble board, resistance bands
  - location – gym, studio, outdoor.

## C6 Designing personal exercise and training programmes

- Training programmes for clients with different needs:
  - sedentary
  - recovering from injury
  - over-trained
  - high-level performer
  - sport specific performer
  - clients with low-risk health conditions
  - change in body composition.
- Use of fitness assessments to provide accurate information for the development of an appropriate exercise programme.
- Adapting FITT principles (Frequency, Intensity, Timing and Type) for specific exercise programmes:
  - choice of exercises
  - sequence of exercise
  - resistance load and repetitions
  - number of sets rest between sets
  - speed of movement
  - type of muscle contraction
  - duration of session
  - rest between sessions
  - volume of training
  - split routines.
- Intensity of training:
  - strength training – calculation of 1RM and 10 RM
  - maximum heart rate –  $220 - \text{age}$
  - % max HR
  - training zones for aerobic fitness and anaerobic fitness
  - REP scale 6–20 and 1–10
  - visual assessment
  - verbal assessment (talk test).
- Advantages and disadvantages of exercising at various intensities for untrained, trained and highly trained clients.
- Principles of training for specific components of fitness:
  - cardiovascular fitness and endurance – heart rate zone for developing aerobic and anaerobic capacity
  - muscular fitness and strength (hypertrophy and endurance) – reps and sets
  - functional exercise
  - flexibility
  - motor skills
  - body composition
  - posture and core stability
  - motor skills – balance, coordination, agility.
- Selecting equipment and resources for the programme as appropriate to the client's needs.
- American College of Sports Medicine (ACSM) for developing different components of fitness.

- Principles of training in programme design for individual clients wants, goals and needs to achieve health and fitness benefits:
  - specificity
  - progressive overload
  - reversibility
  - adaptability
  - individuality
  - recovery.
- Periodisation.
- Progressive programming.
- Use of different training environments, e.g. gym-based, studio, sports hall, outdoors.
- Small group training – designing sessions for up to five participants, balancing the needs of individuals to a group.

### **Learning aim D: Plan, deliver and review personal training sessions for a client**

#### **D1 Planning a personal training session**

- Health and personal training environment factors which can influence safety.
- Aims and objectives of the personal training session.
- Gathering information from clients and using the information to agree objectives for personal training session.
- Importance of agreeing goals with clients in line with the needs and potential of clients, good practice in the industry and own levels of competence.
- Seeking advice from another professional if any objectives or hazards are identified that are beyond own level of competence.
- Planning the session to minimise any risks relevant to the programme.
- Appropriate exercises are identified to include cardiovascular exercise, resistance exercises, functional exercise and flexibility exercises.
- Using principles of anatomy and physiology in the design of activity programmes.
- Appropriate sequences of exercises.
- Appropriate timings of each exercise.
- Selection of the correct equipment for the programme.
- Components of a personal training session:
  - warm-up – pulse raiser, mobiliser, dynamic and static stretches
  - main component – cardiovascular endurance, muscular strength or muscular endurance
  - cool-down –pulse lowering, flexibility, developmental stretching.
- Length of time for each component.
- Change of times for each component for clients with differing levels of fitness.
- Adapting a personal training session ensure appropriate progression and/or regression.
- Intensity for each exercise.
- Recognising signs and symptoms of overtraining and appropriate responses to support clients.

## D2 Instructing a personal training session

Learners must instruct a personal training session which includes the preparation and conclusion of a session. They will include the use of fixed weights and free weights, cardiovascular exercise, functional and flexibility exercises in the training session.

- Pre personal training preparation.
- Obtaining permission for use of public space if required.
- Evaluate the personal training environment for suitability for the planned exercise and to ensure client safety.
- Identify, obtain and prepare the resources and equipment needed for planned exercises.
- Use a range of equipment to achieve the clients' goals.
- Checking equipment in line with manufacturers specifications for use, care and checking processes.
- Ensuring area is sufficient and safe for the session.
- Appropriate temperature and ventilation.
- Completing a risk assessment in the personal training environment.
- Checking the personal training environment for hazards and reporting procedures at venue for health and safety.
- Preparing clients for personal training session.
- Welcome clients.
- Checking client's ability and any medical conditions.
- Advising clients of the facility's emergency procedures.
- Advising clients on safety considerations when using the exercise equipment.
- Preparing the client for the session – planned objectives, exercise, relative contribution of aerobic and anaerobic fitness, focus of the exercises, physical and technical demands of each exercise, the purpose and value of each exercise, how the session links to their goals, purpose and expected results of the session.
- Confirming or revising plans with the client as appropriate.
- Warm-up – importance and value of the warm-up is explained to the client; appropriate to the client, planned exercise in the main component, appropriate to the environment.
- Teaching and instructing using a range of suitable equipment including, resistance machines, free weights, small equipment, cardiovascular equipment:
  - demonstrating any specific movements
  - explain and correctly demonstrate each exercise
  - provide timely and clear teaching points for each exercise to support clients in performing the correct and safe technique
  - correct clients exercise technique to ensure safe and effective alignment, execution and use of equipment
  - communicate as appropriate to the clients' needs and the personal training environment
  - change position to observe client
  - methods to monitor the safety and intensity of each exercise

- follow relevant guidelines for hand-on- contact with clients
- using suitable anatomical terminology and application to the exercise technique
- how the structure and function of the body systems can determine the benefits and appropriateness of different exercises to meet clients' needs
- assess signs and symptoms of client to indicate an unplanned change in intensity to increase or decrease effort
- provide timely clear instructions and feedback
- adapt exercise with suitable progressions and regressions according to clients' needs
- provide alternative exercises
- ensuring exercises are safe and appropriate for clients, giving alternatives to potentially harmful exercises
- adjusting incorrect or unsafe exercise techniques
- giving fitness advice to clients
- breaking down exercises and movements to their component parts
- provide positive reinforcement, motivation techniques to support the client
- use of appropriate music if relevant to the session objectives.
- Cool-down – provide safe and effective cool-down activities.
- Ending the session:
  - feedback to the client on how they have performed
  - allow the client to feed back or reflect on the session and ask questions and identify any difficulties they may have
  - methods of collecting feedback from the client
  - identifying when to review clients' programme
  - feedback to allow the client to continue their programme for gym-based exercise without direct supervision.
- Follow correct procedures for checking and putting away equipment used.
- Ensure the area used is in an acceptable condition for future use.

### **D3 Reviewing own performance in providing personal training**

- How well the exercises met the clients' needs and the appropriateness of the session content in relation to the client and environment.
- Relationship with the clients: how effective and motivational it was and how well the instructing style matched the clients' needs.
- Adaptations to the session based on own performance and session content.
- Ways to improve personal practice.
- Value of reflective practice.

### **D4 Reviewing client's performance, fitness levels and goals**

- Appraise client's performance in the personal training session.
- Monitoring and reviewing client's achievement of SMART targets.
- Re-establish clients specific fitness goals.
- Recommendations for client.
- Reassess client's fitness levels to determine the effectiveness of their current programme.
- Adaptations and modifications to the session and programme based on client performance and results of fitness tests.

- Revise an exercise programme in consultation with a client based on individual needs.
- Give positive feedback to the clients about their progress and changes to the programme.
- Provide ongoing client support, e.g. emails, phone calls, social media.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore anatomy, physiology and biomechanics for personal training</b>		
<p><b>A.P1</b> Explain the structures and functions of the cardiorespiratory, musculoskeletal, energy, nervous and endocrine systems for personal training.</p> <p><b>A.P2</b> Explain the effect of exercise on the cardiorespiratory, musculoskeletal, energy and nervous systems.</p> <p><b>A.P3</b> Explain biomechanics in personal training.</p>	<p><b>A.M1</b> Assess the interrelationships of the body systems to support participation in aerobic and anaerobic exercise.</p>	<p><b>A.D1</b> Evaluate the positive and potential negative effects of exercise on the musculoskeletal, cardiorespiratory, energy, nervous and endocrine systems.</p>
<b>Learning aim B: Explore client health and wellbeing to plan personal training programmes</b>		
<p><b>B.P4</b> Carry out client screening processes and interpret the results for two contrasting clients demonstrating methods to develop good working relationship.</p> <p><b>B.P5</b> Explain methods to improve client participation in regular exercise to provide benefits to their health and wellbeing.</p>	<p><b>B.M2</b> Assess client screening information from two contrasting clients and provide lifestyle recommendations to improve each individual's participation in regular exercise.</p>	<p><b>BC.D2</b> Justify lifestyle recommendations and the personal training programmes produced for two contrasting clients to improve their health and wellbeing.</p>



Pass	Merit	Distinction
<b>Learning aim C: Explore personal training methods and programming</b>		
<p><b>C.P6</b> Demonstrate correct technique and adaptations for cardiovascular, muscular endurance, muscular strength, flexibility and functional exercises.</p> <p><b>C.P7</b> Produce safe personal progressive training programmes for two contrasting clients.</p>	<p><b>C.M3</b> Assess the personal training programme for each contrasting client.</p>	
<b>Learning aim D: Plan, deliver and review personal training sessions for a client</b>		
<p><b>D.P8</b> Plan and deliver a personal training session.</p> <p><b>D.P9</b> Review own and client's performance from a personal training session.</p> <p><b>D.P10</b> Review client's fitness levels and modify the client's personal exercise programme to meet client's requirements.</p>	<p><b>D.M4</b> Assess own planning and delivery and client's performance from a personal training session.</p> <p><b>D.D3</b> Evaluate the planning and delivery of a personal training session, justifying suggestions made to improve own and client's 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 Internal assessment* gives information on setting assignments and there is also 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.P3, A.M1, A.D1)

Learning aims: B and C (B.P4, B.P5, B.M2, C.P6, C.P7, C.M3, BC.D2)

Learning aim: D (D.P8, D.P9, D.P10, D.M4, D.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- gym equipment, to include cardiovascular machines, free weights and fixed weights
- recording equipment, such as a video camera, a tablet, a voice recorder
- a range of field fitness testing and health screening equipment
- normative data for interpretation of test results
- suitable exercise facilities and equipment, for example a gym with cardiovascular equipment, fixed resistance machines and free weights
- access to other fitness environments such as outdoor facilities, sports hall, studio.

Sufficient time must be given between the first and last session of the personal training programme in order for assessment to demonstrate improvements for the client.

### Essential information for assessment decisions

All practical assessment must be conducted in a **real-world environment**, in the workplace, where possible **'on the job' at work**, or as close to as possible to replicate a working environment. Ideally, learners will complete the practical aspect while on work experience/placement. The assessment should be conducted with **real clients/participants** and not with peers.

A **real client and/or participant** is someone who is a member of the club/facility or equivalent for self-employed trainees.

The **real client/participant** must not be enrolled on the same qualification as the learner at the same time.

### Learning aim A

**For Distinction standard**, learners will provide the positive benefits of exercise participation on the musculoskeletal system and how the endocrine system supports these improvements as well as potential negative effects related to the transmission of stress causing increased risk of injury to the musculoskeletal system. The effects of overtraining on the endocrine system and the impact of this should also be assessed.

**For Merit standard**, learners will demonstrate a good understanding of the interrelationships of the body systems, how they respond to different types of exercise and how they work together to develop exercise performance.

**For Pass standard**, learners will show a simple understanding of the anatomy and physiology of each of the body systems including the structure each body system and function.

Learners should include details of a synovial joint, the movements permitted at joints and how joints are kept stable including passive and active structures. They will know the different types of muscle listed in the unit content and their muscle attachments and origins and their actions. They will show an understanding of the principles of muscle contraction including the all or none law and stretch reflex.

Learners will show a simple understanding of the effects of acute and chronic exercise on the body systems including weight bearing and non-weight bearing exercise, the reasons why it is necessary to maintain neural spine alignment and the ranges of movement permitted at the spine, as well as the effects of transmission of stress caused by impact in exercise.

They will also show a simple understanding of the principles of biomechanics including the different planes of movement and the types of movement that occur in each and risks from taking part in exercise when there is lack of biomechanical efficiency, a reduction in transmission of stress and increased risk of injury loading placed on synergist muscles. They will also understand the different classification of levers and examples of where each can be found in the body. They will also show a simple understanding of the effect of exercise variables on biomechanics.

### Learning aims B and C

**For Distinction standard,** learners will interpret the results of the lifestyle assessments and screening tests for two contrasting clients and evaluate how the results can have an impact on each person's lifestyle and training programme requirements. They will be able to provide suggestions as to what sort of exercises would be suitable for each person, with reasoning and justification from evidence discovered in the screening processes and provide justified reasoning for methods each client could use to improve their participation in regular exercise.

Learners will provide justified reasoning for the inclusion of each specific exercises and progression of the training programme for each client, based on each client's screening information and lifestyle and how the training programme is going to meet the needs of each client.

**For Merit standard,** learners will carry out different methods of lifestyle assessments and screening and select the most appropriate methods for two contrasting clients in order to gain the maximum amount of information and understanding of their lifestyle, any medical conditions that may affect their readiness to exercise and their training programme aims. Learners will give suggestions to support each client in ensuring they provide appropriate recommendations for exercise and lifestyle management in line with their specific identified requirements.

They will also review the strengths and weaknesses of different types of methods to improve participation in regular exercise for each client and recommend the methods that are most appropriate for each client.

Learners will review the personal training programmes for each contrasting client and provide an overview in relation to the strengths of how the plan is going to meet the needs of each client in relation to their lifestyle and fitness goals, and also any challenges the clients may face to support them to meet the requirements of the training programme.

**For Pass standard,** learners will demonstrate appropriate methods to engage with two contrasting clients and build rapport. Learners will be able to select and use recognised pre-exercise health screening, fitness assessments and risk stratification methods and postural assessments to assess a client's readiness to exercise and potential need to signpost or refer to other professionals. They will gain the information required to determine the overall health of each client in relation to common medically controlled diseases and health conditions and how they may impact a client's lifestyle and readiness to exercise. Learners are able to identify any requirements for each client to help them to exercise safely in relation to the information supplied in the screening processes. Learners will also be able to assess if a client has any special considerations or requires referral to a medical professional when determining the fitness of an individual for participation in a training programme.

They will understand that these assessments should be monitored and reviewed and know how to analyse the information to recommend a client's exercise programme requirements based on the fitness assessment and other screening results. They will be able to feedback the results of the screening process to the clients sensitively and ensure the clients understand what these results mean. They will also know how to follow legal and organisational requirements to enable ethical and compliant collection and storage of client information.

Learners will give reasons for factors that may affect safe exercise participation and identify any requirements that the clients may have to help them exercise safely, in relation to the information received.

Learners will provide appropriate methods to improve each client's participation in regular exercise showing an understanding of which methods are more appropriate for specific client's needs.

Learners will demonstrate a practical understanding of personal training methods for cardiovascular, muscular strength, muscular endurance, flexibility and functional exercise. They will be able to perform correct and safe techniques for all types of exercise and be able to provide teaching points to support clients to perform the correct techniques. Learners will be able to show that they understand the different types of equipment used in a gym and outside of a gym for each type of exercise and why a particular piece of equipment may be preferable to another for individual clients.

They will know how to adapt each exercise for clients with different fitness levels and individual needs. They will also be able to offer alternative exercises to support clients with different needs.

Learners will demonstrate a theoretical understanding of the principles of training programmes. They will be able to design six-week progressive personal training programmes for two contrasting clients, ensuring effective integration of all exercises and physical activities to allow clients to achieve short-, medium- and long-term goals. The training programmes will cover between them cardiovascular fitness, muscular strength, muscular endurance, flexibility and functional training. The training programmes will show evidence of adaptations to meet individual clients' needs.

## Learning aim D

**For Distinction standard,** learners will evaluate how they planned and delivered a personal training session making judgements and forming conclusions on their own performance. Their judgements will be based on the effectiveness and appropriateness of exercise techniques and communication methods they planned and used for cardiovascular training, resistance training, functional training and flexibility training and the ways in which they adapted each exercise to make them more or less challenging depending on the needs of the specific client. Their judgements will be supported by evidence of observation and/or feedback from the participant taking part in the session. From this evaluation, learners will justify their areas of strength, areas where improvement is needed and recommendations for how these improvements can be made.

Learners will also evaluate their client's performance to support their evaluation on their planning of the personal training session. Learners will provide justified explanations and recommendations of their client's current fitness levels and performance and how in future they plan to improve their personal training sessions.

**For Merit standard,** learners will provide detailed plans for a personal training session that takes into account the needs of one client and provides adaptations to each exercise to meet the needs of the client.

Learners will demonstrate that they are able to carry out the correct techniques when performing cardiovascular training, resistance training, core training and flexibility training and they will demonstrate ways to adapt each exercise or provide alternative exercises to meet the needs of the client.

Learners will demonstrate effective communication, both verbal and non-verbal, that meets the needs of the client and ensures the client knows exactly what to do and is motivated throughout the personal training session. Learners will then carry out a review of their delivery of the personal training session, explaining what they did well and not so well, and the reasons for this. Learners will also provide considered explanations and recommendations as to what they could do in future to improve their personal training delivery. Learners will also provide considered explanations and recommendations of their client's current fitness levels and performance and how in future they plan to improve their exercise sessions and training programme.

**For Pass standard,** learners will produce a personal training session that fits into progressive personal training plan. The plan must include relevant information about the aims and objectives of the session, the client's needs, the equipment to be used and the exercise activities taking place. The activities must be safe and effective, meaning they must be appropriate to the client's needs and requirements and designed to achieve the planned outcomes. There must be evidence that the learner has planned and instructed a safe and effective warm-up and explained the purpose and value of the warm-up to clients and also instructed a safe and effective and cool-down.

The learner will produce a risk assessment for the personal training environment in which they will deliver the personal training session and explain the importance of health and safety in the personal training environment.

Learners will instruct the planned personal training session and show that they can deliver the planned session safely and effectively. The session needs to:

- include a minimum of two types of cardiovascular approaches (interval, fartlek, continuous)
- show approaches to training: pyramid systems, super-setting, giant sets, tri sets, forced repetitions, pre/post exhaust, negative/eccentric training, muscular strength endurance/muscular fitness.

Learners must demonstrate correct lifting and passing techniques, including dead lifting the barbell safely from the floor and spotting.

There must be evidence that a learner has planned and instructed participants in a minimum of one core stability exercise. The plan also has to include an exercise or physical activity that can be run in environments not designed specifically for exercise. This should include physical activities the client can undertake as part of their lifestyle (e.g. at home or outdoors) to complement exercise sessions.

Learners need to show that they can deliver the planned session safely and effectively, demonstrating correct technique and providing accurate teaching points that are appropriate to the needs and limitations of the client. The exercises and equipment used are likely to achieve the planned results and are unlikely to cause any adverse effects to the client.

Learners must show that they are able to communicate effectively with clients using motivational styles appropriate to the individual and the exercise format. Learners must show that they can apply methods of voice projection and can effectively use the volume and pitch of their voice. Learners should be observed teaching from a variety of positions using mirroring and demonstrating control of the client.

Learners must show the ability to observe their clients/participants and correct poor technique where required, giving regular teaching points to meet individual needs.

Learners will review how the session went and identify what worked well in the session and areas for their own development. They will also be able to review the performance of the client and make recommendations and adaptations to the programme where goals are not being achieved or new goals are identified. They will re assess the client's fitness levels to determine the effectiveness of their current programme and re-establish the client's specific fitness goals. They will show that they can provide positive and constructive feedback to clients on their progress and recommend any changes. They will provide modifications to the programme according to the fitness reassessments and the client's changing requirements.

### **Links to other units**

This unit links to:

- Unit 6: Exercise and Fitness Skills Development
- Unit 8: Anatomy and Physiology for Exercise and Physical Activity
- Unit 9: Nutrition for Physical Activity and Exercise
- Unit 27: Sport Psychology.

## **Employer involvement**

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

- work experience
- visits to health and fitness centres
- guest speakers
- support from fitness professionals as mentors.

## **Opportunities to develop transferable employability skills**

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- verbal and visual communication skills
- time management skills.



# Unit 8: Anatomy and Physiology for Exercise and Physical Activity

**Level:** 3

**Unit type:** Internal

**Guided learning hours:** 120

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## Unit in brief

Learners explore the structure and function of the skeletal, muscular, cardiovascular and respiratory systems and develop an understanding of the fundamentals of the energy systems.

## Unit introduction

The human body is made up of many different systems that work together and allow us to take part in a variety of sport and exercise activities. A sprinter will go from rest to all-out sprinting in a matter of seconds, whereas an endurance professional sports performer will continue exercising for many hours at a time. The skeletal and muscular systems work together to allow the body to perform a vast range of different movements. The cardiovascular and respiratory systems act as a delivery service, working together to supply oxygen and nutrients to the body which in turn are used to produce energy for muscular contraction. You will have no doubt have experienced the effects of exercise on your body – your heart beats faster and your breathing rate increases, but have you ever wondered what else is happening inside your body to allow you to perform physical activity and exercise? The body has a number of systems that work together to allow you to take part in exercise by increasing the oxygen and energy supply to your muscles.

In this unit you will look at how these body systems respond to exercise and physical activities in both the short and the long-term. You will explore the musculoskeletal, cardiorespiratory, digestive and endocrine systems and how they respond to exercise and how the different energy systems interact to provide energy for the body during exercise. In order to appreciate how each of these systems functions, you will study the structure of the skeletal, muscular, cardiovascular, respiratory digestive and endocrine systems. The human anatomy of these systems is very different but in terms of operation, each system is implicitly linked. You will explore the different bones of the skeleton and the different types of joints, the major muscles of the body, muscle movement, the different types of muscle and muscle fibre types. You will also look at the structure of the heart and blood vessels. You will take part in practical activities and conduct physiological tests to see how each of the body systems reacts. You will investigate the physiology of exercise participation which will help you to explore how the musculoskeletal, cardiorespiratory and energy systems become more efficient in response to different types of exercise.

This unit will help you to progress to employment as a personal trainer, football coach or fitness instructor. The unit will also help you to progress to further study in higher education or to professional qualifications in sport and sports and exercise science-related qualifications.

## Learning aims

In this unit you will:

- A** Examine the function of the musculoskeletal system and how it responds to exercise and physical activity
- B** Examine the function of the cardiorespiratory system and how it responds to exercise and physical activity
- C** Examine the energy and digestive systems and their response to exercise and physical activity
- D** Explore the nervous system and endocrine systems and their response to exercise and physical activity
- E** Explore the principles of biomechanics in exercise and physical activity.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<p><b>A</b> Examine the function of the musculoskeletal system and how it responds to exercise and physical activity</p>	<p><b>A1</b> Structure of skeletal system  <b>A2</b> Function of skeletal system  <b>A3</b> Structure and function of joints  <b>A4</b> Bone structure and growth  <b>A5</b> Structure of muscular system  <b>A6</b> Function of muscular system  <b>A7</b> Muscle fibre types  <b>A8</b> Musculoskeletal responses to exercise  <b>A9</b> Musculoskeletal system in special populations</p>	<p>A presentation evaluating the structure and function of the musculoskeletal and cardiorespiratory systems, how these produce effective movement, including the effects of acute and long-term exercise on the systems and differences in these systems in special populations.</p>
<p><b>B</b> Examine the function of the cardiorespiratory system and how it responds to exercise and physical activity</p>	<p><b>B1</b> Structure of cardiovascular system  <b>B2</b> Function of cardiovascular system  <b>B3</b> Structure of the respiratory system  <b>B4</b> Function of the respiratory system  <b>B5</b> Lung volumes and control of breathing  <b>B6</b> Cardiorespiratory system responses to exercise</p>	

Learning aim	Key content areas	Assessment approach
<b>C</b> Explore the energy and digestive systems and their response to exercise and physical activity	<b>C1</b> Structure and function of the digestive system <b>C2</b> Energy systems <b>C3</b> Energy and digestive systems response to exercise	A presentation evaluating the energy, digestive, nervous and endocrine systems and the effects of exercise on each system.
<b>D</b> Explore the nervous and endocrine systems and their response to exercise and physical activity	<b>D1</b> Nervous system <b>D2</b> Endocrine system <b>D3</b> Nervous and endocrines systems responses to exercise <b>D4</b> The nervous system in special populations	
<b>E</b> Explore the principles of biomechanics in exercise and physical activity	<b>E1</b> Planes of movement <b>E2</b> Anatomical terms <b>E3</b> The effect of exercise variables on biomechanics and kinesiology	A written report reviewing the principles of biomechanics and kinesiology and how these principles are applied to participation in exercise.

## Content

### Learning aim A: Examine the function of the musculoskeletal system and how it responds to exercise and physical activity

#### A1 Structure of skeletal system

- Axial skeleton.
- Appendicular skeleton.
- Types of bone:
  - long bones
  - short bones
  - flat bones
  - irregular bones
  - sesamoid bones.
- Location of major bones:
  - cranium
  - clavicle
  - ribs
  - sternum
  - humerus
  - radius
  - ulna
  - scapula
  - ilium
  - pubis
  - ischium
  - carpals
  - metacarpals
  - phalanges
  - femur
  - patella
  - tibia
  - fibula
  - tarsals
  - metatarsals
  - vertebral column:
    - cervical vertebrae
    - thoracic vertebrae
    - lumbar
    - vertebrae
    - sacrum
    - coccyx.
- Posture – curves of the spine, neutral spine alignment, movement potential of the spine and postural deviations of the spine.

## **A2 Function of the skeletal system**

- Support.
- Protection.
- Attachment for skeletal muscle.
- Source of blood cell production.
- Store of minerals.
- Movement/leverage.

## **A3 Structure and function of joints**

- Fixed.
- Slightly moveable.
- Synovial/freely moveable:
  - types – hinge, ball and socket, condyloid, saddle, gliding
  - structures – joint capsule, synovial membrane, synovial fluid, ligaments, tendons, hyaline cartilage, fibrocartilage
  - range of movement at each joint
  - range of movement at the spine.
- Types of joint movement:
  - flexion and extension
  - adduction and abduction
  - circumduction
  - supination and pronation
  - plantar flexion and dorsiflexion
  - lateral flexion and extension
  - horizontal flexion and extension
  - elevation and depression
  - inversion and eversion.

## **A4 Bone structure and growth**

- Structure of bone:
  - articular cartilage
  - epiphysis
  - diaphysis
  - periosteum
  - epiphyseal plates
  - bone marrow.
- Stages of bone growth.
- Bone remodelling:
  - osteoclasts and osteoblasts
  - vitamin D
  - calcium
  - hormones involved in bone remodeling (oestrogen).

**A5 Structure of muscular system**

- Muscle fibres, myofibrils, sarcomere, actin, myosin, troponin.
- Location and action of the major muscles:
  - biceps
  - triceps
  - deltoids
  - pectoralis major
  - rectus abdominis
  - rectus femoris
  - vastus lateralis
  - vastus medialis
  - vastus intermedius
  - semimembranosus
  - semitendinosus
  - biceps femoris
  - gastrocnemius
  - soleus
  - tibialis anterior
  - erector spinae
  - teres major
  - trapezius
  - latissimus dorsi
  - obliques
  - gluteus maximus.
- Types of muscle:
  - cardiac
  - skeletal
  - smooth.
- Tendons – structure and function.
- Ligaments – structure and function.
- Structure of skeletal muscle.

**A6 Function of muscular system**

- The principles of muscle action and contraction, to include:
  - muscles cross joints
  - muscles only pull
  - contraction along the line of fibres.
- Sliding filament theory – actin, myosin, cross bridge, energy (ATP to break cross bridges), troponin.
- Structure and function of the pelvic floor muscles and associated muscles and ligaments.
- Types of muscle action – concentric, eccentric, isometric, isokinetic.

- Joint actions brought about by specific muscle group contractions:
  - muscle responsible for the type of movement for different exercises – flexion and extension, adduction and abduction, circumduction, supination and pronation, plantar flexion and dorsiflexion, lateral flexion and extension, horizontal flexion and extension, elevation and depression, inversion and eversion.
- Movement:
  - antagonistic pairs
  - agonist
  - antagonist
  - fixator.
- Synergist.
- Types of contraction:
  - isometric
  - concentric
  - eccentric
  - isokinetic.

### **A7 Muscle fibre types**

- Type I.
- Type IIa.
- Type IIb.
- Characteristics.
- Types of sports each is associated with.

### **A8 Musculoskeletal responses to exercise**

- Weight-bearing exercise – transmission of stress caused by impact.
- Joint stability – active stability at joints at risk – spine, shoulder; shock absorption.
- Musculoskeletal response to acute exercise:
  - weight bearing exercise
  - muscular strength and endurance exercise (MSE)
  - MSE continuum
  - responses of osteoblasts and osteoclasts
  - delayed onset of muscle soreness (DOMS) causes and effects.
- Increased blood supply to muscles.
- Increase in muscle pliability.
- Increased range of movement.
- Muscle fibre micro tears.



- Musculoskeletal response to chronic exercise:
  - Resistance-based exercise
  - hypertrophy
  - muscle balance
  - increase in tendon strength
  - increased muscle strength
  - increased tolerance to lactic acid
  - increase in bone calcium stores
  - increased thickness of hyaline cartilage
  - aerobic based exercise
  - increase in myoglobin stores
  - desensitisation and lengthening of muscle tissues (muscle creep)
  - reduced risk of musculoskeletal disease, e.g. osteoporosis.

### **A9 Musculoskeletal system in special populations**

- Adolescent – growing pains, development of peak bone mineral density, common overtraining/overuse injuries, e.g. jumper's knee.
- Ante- and postnatal women.
- Postural changes – forward flexed with shoulder girdle protraction, thoracic kyphosis, long, weak upper back extensors, and short tight pectoral muscles and are prone to neck and shoulder pain.
- Effect of pregnancy on joint alignment and posture, hormonal changes increase risk of injury, joint misalignment, muscle imbalance and motor skill decline.
- Older adult – the ageing process on bone remodelling, joints, muscle strength, power, bone density, reduced flexibility and mobility.

## **Learning aim B Examine the function of the cardiorespiratory system and how it responds to exercise and physical activity**

### **B1 Structure of the cardiovascular system**

- Location of the heart.
- Structure of the cardiovascular system
  - right atria
  - left atria
  - right ventricle
  - left ventricle
  - valves in the heart – bicuspid, tricuspid, semilunar
  - blood vessels – arteries, arterioles, capillaries, venules, veins.

### **B2 Function of the cardiovascular system**

- Blood flow through the heart.
- One-way valves in the heart.
- Cardiac cycle – systole and diastole.
- Red blood cells contain haemoglobin which transports oxygen to the muscles.
- Function of arteries, veins and capillaries.

- Blood vessels leading into and out of the heart:
  - aorta
  - vena cava
  - pulmonary artery
  - pulmonary vein
  - systemic circulation
  - pulmonary circulation
  - deliver oxygen attached to haemoglobin in red blood cells to the body tissues
  - deliver nutrients to the body
  - remove waste products
  - thermoregulation.
- Blood pressure – systolic and diastolic blood pressure, normal, hypertension and hypotension pressure classifications.

### **B3 Structure of the respiratory system**

- Location of the lungs.
- Trachea.
- Bronchus.
- Bronchioles.
- Alveoli.
- Diaphragm.
- Thoracic cavity.
- Visceral pleura.
- Thoracic pleura.
- Pleural fluid.
- Intercostal muscles.
- Passage of air through the respiratory tract.

### **B4 Function of the respiratory system**

- Mechanics of breathing – action of the diaphragm.
- Main muscles involved in breathing.
- Gaseous exchange of oxygen and carbon dioxide in the body.
- Link between the heart, lungs and muscles.

### **B5 Lung volumes and control of breathing**

- Tidal volume.
- Vital capacity.
- Residual volume.
- Neural control.
- Chemical control.
- Chemoreceptors.

**B6 Cardiorespiratory system responses to exercise**

- Response to acute exercise:
  - anticipatory increase in heart rate
  - increase in heart rate
  - increase in breathing rate and tidal volume
  - blood redistribution
  - venous return and the implications of 'blood pooling' on the exercise session.
- Cardiorespiratory responses to chronic aerobic exercise:
  - cardiac hypertrophy
  - increase in stroke volume
  - increase in cardiac output
  - decrease in resting heart rate
  - capillarisation
  - increase in blood volume
  - reduction in resting blood pressure
  - neural and chemical control
  - increase vital capacity
  - decreased recovery time
  - increased VO<sub>2</sub> max
  - reduced risk of cardiorespiratory-related diseases, e.g. CHD, high blood pressure.
- Cardiorespiratory system differences between special population groups including children/young people, ante/postnatal and older adults.

**Learning aim C: Explore the energy and digestive systems and their response to exercise and physical activity****C1 Structure and function of the digestive system**

- Structure and function of each part of the digestive system – mouth, oesophagus, stomach, small intestine, large intestine.
- Digestion of fats, proteins, carbohydrates, main enzymes involved.
- Dietary fibre sources and function.
- Function of the liver in digestion.
- Function of the pancreas in digestion.
- Timescales for digesting different macronutrients.
- The effect of healthy eating on the body systems, e.g. lowering cholesterol levels and the effect on the cardiovascular system, anti-inflammatory foods.
- Fluid in digestion.

**C2 Energy systems**

- The role of Adenosine Triphosphate (ATP).
- Phosphocreatine.
- Lactic acid system and anaerobic glycolysis.
- Aerobic energy system-structure and role of mitochondria.
- Amount of ATP produced by each system.
- Use of carbohydrates, fats and proteins in the production of ATP.

### **C3 Energy and digestive systems response to exercise:**

- Response to acute exercise:
  - exercise and sports that use these systems to provide energy
  - oxygen demands of different activities
  - energy systems used at the onset of exercise
  - energy systems used at steady state
  - aerobic/anaerobic continuum
  - anabolism and catabolism
  - fatigue from by-products of the energy systems.
- Recovery from acute exercise:
  - recovery time for each energy system
  - EPOC, oxygen debt, oxygen deficit.
- Response to chronic exercise:
  - increased use of fat as a fuel
  - increased stores of glycogen
  - increased removal of lactic acid
  - increased number of mitochondria.

### **Learning aim D: Explore the nervous system and endocrine systems and their response to exercise and physical activity**

#### **D1 Nervous system**

- Structure and function of a neuron and nerve cell.
- Role and functions of the nervous system:
  - central nervous system
  - peripheral nervous system.
- Principles of muscle contraction.
- The 'all or none' law/motor unit recruitment.
- The stretch reflex.

#### **D2 Endocrine system**

- Hormones – roles and functions of each hormone:
  - insulin
  - glucagon
  - cortisol.
- Glands:
  - pituitary gland
  - thyroid gland
  - adrenal gland
  - pancreas
  - ovaries
  - testes.

**D3 Nervous and endocrines systems responses to exercise**

- Responses to acute exercise.
- Increased release of hormones.
- Response to chronic exercise:
  - neuromuscular adaptations with training
  - enhanced neuromuscular connections
  - improved neuromuscular coordination
  - improved efficiency to exercise performance
  - improved motor fitness
  - improved motor unit recruitment
  - improved inter and intramuscular coordination
  - improved neuromuscular coordination
  - increased sensitivity to insulin
  - overtraining.

**D4 The nervous system in special populations**

- Adolescents – effect of growth spurts on nervous coordination.
- Older adults – reduced balance and coordination, reduced motor learning, reduced visual and aural acuity, poorer short-term memory.

## **Learning aim E: Explore the principles of biomechanics in exercise and physical activity**

### **E1 Planes of movement**

- Frontal.
- Sagittal.
- Transverse.

### **E2 Anatomical terms**

- Superior.
- Inferior.
- Anterior.
- Posterior.
- Medial.
- Lateral.
- Proximal.
- Distal.
- Superficial.
- Deep.

### **E3 The effect of exercise variables on biomechanics and kinesiology**

- Stability.
- Momentum.
- Inertia.
- Torque.
- Base of support.
- Length-tension relationships.
- Muscle attachments and levers.
- Lack of biomechanical efficiency:
  - reduction in transmission of stress
  - increased risk of injury
  - increased loading placed on synergists.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the function of the musculoskeletal system and how it responds to exercise and physical activity</b>		<b>AB.D1</b> Evaluate the interrelationships of the musculoskeletal and cardiorespiratory body systems in relation to short-term and long-term aerobic and anaerobic exercise performance.
<b>A.P1</b> Explain the structure and function of the skeletal system, including the different classifications of joints.  <b>A.P2</b> Explain the function of the muscular system and the different fibre types, identifying the location of the major muscles in the human body.  <b>A.P3</b> Explain the acute and chronic effects of aerobic and anaerobic exercise on the musculoskeletal system.	<b>A.M1</b> Assess how adaptations to the musculoskeletal system, improve performance in aerobic and anaerobic exercise.	
<b>Learning aim B: Examine the function of the cardiorespiratory system and how it responds to in exercise and physical activity</b>		
<b>B.P4</b> Explain the structure and function of the cardiorespiratory system.  <b>B.P5</b> Explain the acute and long-term effects of aerobic and anaerobic exercise on the cardiorespiratory system.	<b>B.M2</b> Assess how adaptations to the cardiorespiratory system improve performance in aerobic and anaerobic exercise.	

Pass	Merit	Distinction
<b>Learning aim C: Explore the energy and digestive systems and their responses to exercise and physical activity</b>		<b>CD.D2</b> Evaluate the interrelationships of the digestive, energy, nervous and endocrine systems and their response to aerobic and anaerobic exercise.
<b>C.P6</b> Explain the structure and function of the digestive and energy systems system and the effects of aerobic and anaerobic exercise on each system.	<b>C.M3</b> Assess the effects of aerobic and anaerobic exercise on the digestive and endocrine body systems.	
<b>Learning aim D: Explore the nervous and endocrine systems and their responses to exercise and physical activity</b>		
<b>D.P7</b> Explain the structure and function of the nervous and endocrine systems and the effects.	<b>D.M4</b> Assess the effects of exercise on the nervous and endocrine systems.	
<b>Learning aim E: Explore the principles of biomechanics in exercise and physical activity</b>		<b>E.D3</b> Evaluate how the principles of biomechanics can be used to reduce the risk of injury for participants taking part in exercise and physical activity.
<b>E.P8</b> Explain the principles of biomechanics in exercise.	<b>E.M5</b> Assess how the principles of biomechanics in exercise and physical activity.	



## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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, A.P2, A.P3, B.P4, B.P5, A.M1, B.M2, AB.D1)

Learning aims: C and D (C.P6, D.P7, C.M3 D.M4, CD.D2 )

Learning aim: E (E.P8, E.M5, E.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners will benefit from having access to exercise physiology laboratory equipment and models and/or images relating to the body systems, for example a skeleton.

### Essential information for assessment decisions

#### Learning aims A and B

**For Distinction standard**, learners will draw on varied information to consider the significance of the structure and function of the cardiorespiratory and musculoskeletal systems and how they work together for one bout of aerobic and one bout of anaerobic exercise which includes the pre-exercise effects which occur in the heart. Learners should explore the effects over an exercise period of around 30 minutes so that steady state has been attained. Learners should also demonstrate an in-depth understanding of how long-term adaptations support improved performance in both aerobic and anaerobic exercise learners' inquiry should lead to a supported judgement on the adaptations of the body systems to long-term exercise, such as a six-week training programme.

**For Merit standard**, learners will present the outcome of methodical and detailed examination by breaking down the muscular and skeletal systems and the different muscle fibre types (Type I, Type IIa, Type IIb), including their structure and function and three classifications of joints and the amount of movement available at each, as well as the movement allowed at each of the synovial joints, in order to interpret and study the interrelationships between the effects of aerobic and anaerobic exercise. Learners are able to locate the majority of the different types of bone in the skeleton and the muscles. They will need to include the increased blood supply and also the effects of resistance exercises which include micro tears.

Learners will also break down the structure and function of the cardiovascular and respiratory systems, how they work and how each part of the systems are designed to meet its function, including gaseous exchange and the mechanism of breathing, in order to interpret and study their responses to a single bout of exercise, giving reasons and providing the physiological evidence. This should also include the pre-exercise effects which occur in the heart. Learners should explore the effects over an exercise period of around 30 minutes so that steady state has been attained.

**For Pass standard**, learners will show clear details and give evidence to support the structure and function of the muscular and skeletal systems and three different muscle fibre types (Type I, Type IIa, Type IIb), including three classifications of joints and the amount of movement available at each, as well as the movement allowed at each of the synovial joints, showing how conclusions are drawn. They will show an understanding of the sliding filament theory and the principles of muscle action and contraction. Learners are able to relate the type and the structure of joints to joint mobility, joint integrity and risk of injury when taking part in chronic exercise providing guidance to clients. Learners will be able to locate the different types of bone in the skeleton and the skeletal muscles. Learners will be able to show that they comprehend the effects of aerobic and anaerobic exercise on each body system. They will need to include the increased blood supply and also the effects of resistance exercises which includes micro tears.

Learners will show clear details and give evidence to support the structure and function of the cardiovascular and respiratory systems, how they work and how each part of the systems is designed to meet its function, including gaseous exchange and the mechanism of breathing. Learners will be able to show that they comprehend the responses of the systems to a single bout of aerobic and anaerobic exercise, giving reasons and providing the physiological evidence. This should also include the pre-exercise effects which occur in the heart.

Learners should explore the effects over an exercise period of around 30 minutes so that steady state has been attained.

### Learning aims C and D

**For Distinction standard** learners will draw on varied information to consider the significance of the structure and function of the digestive, energy, nervous and endocrine systems and how they work together for one bout of aerobic and one bout of anaerobic exercise. Learners should explore the effects over an exercise period of around 30 minutes so that steady state has been attained.

**For Merit standard**, learners should present a careful consideration of the structure and function of the digestive, energy, nervous and endocrine systems and how each responds to aerobic exercise and anaerobic exercise to support a person to fully participate and recover from each type of exercise. Learners will give a clear, objective account in their own words of the relevant features and information about each of the body systems and how they contribute to a single bout of aerobic and anaerobic exercise.

**For Pass standard**, learners will show clear details of the structures of the digestive, energy, nervous and endocrine systems and the function of each body system including all parts of each body system.

They should then provide an overview of how each body system responds when a person takes part in a single bout of aerobic exercise and anaerobic exercise providing key differences in how the type of exercise impacts on the energy system where appropriate.

Learners will be able to show that they comprehend the responses of the body systems in a single bout of exercise giving a clear objective account in their own words of the relevant features and information about each of the body systems and their contribution to aerobic and anaerobic exercise which lasts over a period of around 30 minutes.

## Learning aim E

**For distinction standard** learners will provide a detailed discussion on how knowledge of biomechanics can help to support participants taking part in exercise to help to reduce the risk of injury. A variety of different types of exercises will be explored with reasoning and suggestions as to how the participant can use techniques to reduce the risk of getting injured.

**For Merit standard**, learners will explore how different types of exercise can affect participants in relation to methods that can be used concerning the principles of biomechanics to increasing and decreasing exercise intensity, decreasing the risk of injury, informing proper exercise technique.

**For Pass standard**, learners will show clear details of the planes and axes of movement related to exercise. They will be able to use anatomical terms appropriately. They will also be able to demonstrate an understanding of how biomechanics impacts on participation in exercise and how these affect participants when taking part in exercise.

## Links to other units

This unit links to:

- Unit 6: Exercise and Fitness Skills Development
- Unit 7: Personal Training and Programming
- Unit 9: Nutrition for Physical Activity and Exercise.

## Employer involvement

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

- work experience
- visits to health and fitness centres
- guest speakers.

## Opportunities to develop transferable employability skills

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- research skills
- time management skills
- presentation skills.

# Unit 9: Nutrition for Physical Activity and Exercise

Level: 3

Unit type: Internal

Guided learning hours: 60

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## Unit in brief

Learners explore the importance of nutrition and hydration in the context of exercise and physical activity.

## Unit introduction

Good nutrition and hydration in exercise and physical activity have become increasingly important in recent years. A healthy, balanced diet, linked to good health and improved exercise performance, is now a key aspect of many people's lifestyles. It has significant health benefits, as well as enhancing exercise and physical activity performance.

In this unit, you will explore key nutrition terminology. You will also explore the different types of micronutrients and macronutrients in the diet and their importance, and how they are digested. You will investigate fluid intake and the effects of hydration and dehydration on health and exercise performance.

You will learn to identify the influencing factors that are directly linked to energy input and output, including gender, age, climate and physical activity. You will investigate the methods used to assess a person's body composition. You will then learn how to apply your nutritional knowledge and understanding by devising a diet and hydration plan for a person taking part in specific exercises or physical activities.

This unit will help you to progress to employment in coaching, fitness instruction, sports nutrition and personal training. The unit will also help you to progress to further study in higher education and to professional qualifications in sports nutrition and related subjects.

## Learning aims

In this unit, you will:

- A** Examine principles of nutrition, digestion and hydration
- B** Explore energy intake and expenditure in physical activity and exercise
- C** Assess and plan diets for health and participation in exercise and physical activity.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Examine principles of nutrition, digestion and hydration	<b>A1</b> Nutritional principles <b>A2</b> Macronutrients <b>A3</b> Micronutrients and fibre <b>A4</b> Fluid intake <b>A5</b> Digestion	A detailed case study examining the nutritional, energy and hydration needs for clients and their importance in relation to their physical activity and exercise.
<b>B</b> Explore energy intake and expenditure in physical activity and exercise	<b>B1</b> Energy <b>B2</b> Body composition and weight management	
<b>C</b> Assess and plan diets for health and participation in exercise and physical activity	<b>C1</b> Balanced diet for health and wellbeing <b>C2</b> Benefits of a balanced diet and dietary concerns <b>C3</b> Types of physical activities and exercise <b>C4</b> Nutritional supplements and strategies <b>C5</b> Advising and planning diets for clients	A justified one-week diet and hydration plan for a selected client undertaking regular exercise and physical activity. This will include reviewing nutritional assessment of the client.

## Content

### Learning aim A: Examine principles of nutrition, digestion and hydration

Understand nutritional principles and the process of digestion and hydration, and their effect on the body's ability to function in physical activity and exercise.

#### A1 Nutritional principles

- Guidance on sources of nutrition and balanced diets, e.g.:
  - government guidelines
  - national guidelines
  - evidence-based recommendations from international organisations, e.g. American College of Sports Medicine.
- Common terminology and standard abbreviations used in your country, e.g.:
  - Recommended Daily Allowance (RDA)
  - Population Reference Intake (PRI)
  - Dietary Reference Intake (DRI)
  - Reference Daily Intake (RDI)
  - Optimum Daily Intake (ODI)
  - Safe Intake (SI)
  - Estimated Average Requirement (EAR).

#### A2 Macronutrients

Understand the different macronutrients and their functions, and how the body uses them.

- Carbohydrates:
  - monosaccharides
  - disaccharides
  - polysaccharides
  - sources
  - recommended daily intake for health and exercise
  - glycaemic index (GI).
- Fats and lipids:
  - saturated
  - monounsaturated
  - polyunsaturated
  - trans-unsaturated
  - essential fatty acids
  - cholesterol
  - sources
  - recommended daily intake for health and exercise.
- Proteins:
  - essential
  - non-essential
  - sources
  - recommended daily intake for health and exercise.
- Function of each macronutrient.

- Energy content of macronutrients and alcohol:
  - 1 g protein provides 4 kcal or 17 kj
  - 1 g carbohydrate provides 4 kcal or 16 kj
  - 1 g fat provides 9 kcal or 37 kj
  - 1g alcohol provides 7 kcal or 29 kj
  - the EU Food Pyramid
  - the 'Eatwell' plate
  - food labelling.

### **A3 Micronutrients and fibre**

Understand the different micronutrients and their functions.

- Fat-soluble vitamins:
  - vitamin A
  - vitamin D
  - vitamin E
  - vitamin K.
- Water-soluble vitamins:
  - vitamin B
  - vitamin C.
- Minerals:
  - calcium
  - iron
  - sodium
  - copper
  - magnesium
  - salt (sodium chloride).
- Recommended daily intake.
- Function of each micronutrient.
- Deficiency of each micronutrient.
- Function of fibre.
- Sources of fibre.
- Recommended daily intake.

### **A4 Fluid intake**

Understand the importance of fluid intake to maintain hydration.

- Signs and symptoms:
  - dehydration
  - hyperhydration
  - hypohydration.
- Function-maintaining hydration levels:
  - thermoregulation
  - optimal sports performance.



- Types of fluid:
  - isotonic
  - hypertonic
  - hypotonic
  - function of each type of fluid
  - electrolytes in fluids.
- Recommended daily intake (RDI):
  - factors affecting RDI – climate, activity level.
- Effects of dehydration (hypernatremia).
- Effects of hyperhydration (hyponatremia).

### **A5 Digestion**

- Structure of the digestive system:
  - gastrointestinal tract
  - buccal cavity
  - oesophagus
  - stomach
  - small intestine
  - large intestine
  - anus
  - digestive juices and enzymes.
- The digestive system consists of:
  - tongue
  - salivary glands
  - liver
  - pancreas
  - gallbladder.
- Functions of digestive system:
  - digestion
  - absorption
  - excretion.
- Advising clients on the structure and function of the digestive system to support their understanding of digestion and food choices.

### **Learning aim B: Explore energy intake and expenditure in physical activity and exercise**

#### **B1 Energy**

- Measures:
  - calories
  - joules
  - kilocalories
  - kilojoules.
- Sources:
  - fats and lipids
  - carbohydrates
  - proteins.
  - alcohol.

- Role of carbohydrates, fats and proteins for aerobic and anaerobic metabolism.
- Measuring body composition, e.g.:
  - body weight
  - body mass index
  - percentage body fat
    - skinfold analyses
    - bioelectrical impedance analysis
    - hydrodensitometry.
- Calorimetry:
  - direct
  - indirect.
- Storage of energy in the body – glycogen, fat.

## **B2 Body composition and weight management**

- Energy balance:
  - energy intake
  - energy expenditure
  - energy intake versus energy expenditure
  - adequate daily energy intake for health weight management.
- Physical activity:
  - calories used in different activities (intensity and length of time).
- Basal metabolic rate.
- Factors affecting basal metabolic rate:
  - age
  - gender
  - climate
  - physical activity.
- Basic composition of the human body.
- Factors affecting body composition.
- Relationship between body composition and health.
- Types of basic body composition measurement – weight, height, waist circumference, hip circumference, skin folds, waist to hip ratio.
- Factors that influence fat loss.
- Definition of the measures of body composition – obesity, overweight, percentage of body fat:
  - lean body mass, body fat distribution.
- Health implications of variation in body fat distribution patterns.
- Significance of waist to hip ratio.
- Methods to manage body composition, including metabolism, balance between energy intake and energy expenditure, energy intake.

## **Learning aim C: Assess and plan diets for health and participation in exercise and physical activity**

### **C1 Balanced diet for health and wellbeing**

- Balance of macronutrients.
- Balance of micronutrients.
- Balance of food groups.
- Food groups:
  - grains
  - fruit and vegetables
  - protein
  - dairy
  - fats and sweets.
- Impact of food preparation on the nutritional composition of food:
  - raw
  - boiled
  - steamed
  - grilled
  - fried/roasted
  - baked
  - cured
  - processed
  - juiced.
- Food labelling.

### **C2 Benefits of a balanced diet and dietary concerns**

- Benefits of a balanced diet:
  - weight maintenance
  - reduced risk of chronic disease – type 2 diabetes, osteoporosis, coronary heart disease, cancer
  - improved body composition.
- Dietary concerns:
  - anorexia nervosa
  - bulimia nervosa
  - overweight or obesity
  - nutritional deficiencies, including iron and calcium
  - dehydration
  - diabetes.
- Indicators of poor body image and ways to discuss body satisfaction with clients.
- Dietary trends, e.g. fad or popular diets.
- Myths around and consequences of inappropriate weight-loss methods, e.g. sauna, sweat suits, quick-fix diets.
- Cultural and social differences.

### **C3 Types of physical activities and exercise**

- Aerobic exercise and physical activities, e.g. long-distance running, long-distance cycling.
- Anaerobic exercise, e.g. squash.
- Muscular strength, e.g. weight training.
- Muscular endurance, e.g. circuit training using body weight.
- Flexibility.

### **C4 Nutritional supplements and strategies**

- Nutritional supplements and their effects on performance, minimising post-exercise fatigue or maximising recovery:
  - caffeine
  - creatine
  - energy gels/glucose tablets
  - protein shakes/powders
  - beetroot juice
  - diuretics
  - vitamin supplements
  - branched-chain amino acids (BCAA).
- Nutritional strategies:
  - carbohydrate/glycogen loading
  - increased protein intake
  - weight loss
  - weight gain.
- Application of nutritional strategies for different physical activities and exercises:
  - endurance event
  - strength/power event
  - to meet/maintain a target weight category.

### **C5 Advising and planning diets for clients**

- Appropriate for selected client and client goals.
- Strategies to promote body satisfaction and a positive attitude towards food, when providing information on healthy-eating options.
- Industry standards for giving healthy-eating information to clients – working within current legal and ethical limitations, following appropriate protocols for advising clients on healthy eating, scope of practice.
- When to refer clients with healthy-eating or dietary concerns to a suitably qualified professional.
- Assessment of needs:
  - weight gain
  - weight loss
  - muscle gain
  - fat gain/loss
  - carbohydrate loading.

- Nutritional assessment tools:
  - food diary
  - food recall and frequency questionnaires
  - body composition assessment – BMI, BIA.
- Nutrition:
  - macronutrients
  - micronutrients
  - fibre.
- Supplements:
  - caffeine
  - creatine
  - energy gels/bars
  - glucose tablets
  - protein shakes/powders.
- Sources.
- Availability.
- Timing, e.g.:
  - pre-exercise/physical activity session – three hours before the event
  - during an exercise/physical activity session – food and fluids taken during the event
  - post-exercise/physical activity session – foods and fluids taken for recovery in the five-hour period after the activity has finished.

## Assessment criteria

Pass	Merit	Distinction	
<b>Learning aim A: Examine principles of nutrition, digestion and hydration</b>			
<p><b>A.P1</b> Describe the sources, functions and daily requirements of macronutrients, micronutrients and fibre from recommended guidelines.</p> <p><b>A.P2</b> Describe hydration and its effects on physical activity and exercise performance.</p> <p><b>A.P3</b> Describe the structure and function of the digestive system in terms of digestion, absorption and excretion.</p>	<p><b>A.M1</b> Explain the relationship between nutrition, hydration and diet, and the impact on physical activity and exercise.</p>	<p><b>AB.D1</b> Analyse nutritional, energy and hydration needs for a selected client.</p>	
<b>Learning aim B: Explore energy intake and expenditure in physical activity and exercise</b>			
<p><b>B.P4</b> Describe energy intake, expenditure and balance, and the effects on body composition, physical activity and exercise.</p>	<p><b>B.M2</b> Explain energy intake, expenditure and balance in physical activity and exercise.</p>		
<b>Learning aim C: Assess and plan diets for health and participation in exercise and physical activity</b>			
<p><b>C.P5</b> Describe two different types of dietary concern.</p> <p><b>C.P6</b> Carry out a nutritional assessment and explain the results of the assessment for a selected client.</p> <p><b>C.P7</b> Produce and explain a one-week diet and hydration plan for a selected client, based on initial nutritional assessment findings.</p>	<p><b>C.M3</b> Produce and assess a detailed, one-week diet and hydration plan for a selected client who takes part in regular exercise or physical activity.</p>	<p><b>C.D2</b> Justify the one-week diet and hydration plan for a selected client who takes part in regular exercise or physical activity.</p>	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. Section 6 Internal assessment gives information on setting assignments and there is also 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, A.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aim: C (C.P5, C.P6, C.P7, C.M3, C.D2 )

## Further information for teachers and assessors

### Resource requirements

Learners need access to a wide variety of research materials, including texts, journals and the internet. Other useful resources include access to a laboratory and nutrition-based IT software.

### Essential information for assessment decisions

#### Learning aims A and B

**For Distinction standard,** learners will analyse the effects and importance of energy, nutritional and hydration requirements for a particular type of exercise or physical activity. The analysis will determine the factors that contribute to energy balance and will assess their effect on the person's health and exercise and physical activity performance within wider nutritional and hydration needs. Where appropriate, references and examples should be provided to support the analysis.

**For Merit standard,** learners will explain the relationship between nutrition, diet and digestion, and their impact on exercise and physical activity performance. They will show some insight into negative impacts of poor diet and nutrition processing, with competent knowledge of key concepts in diet and function of the digestive system. Learners will give a clear outline of what energy balance is and provide relevant and coherent connections between energy, body composition and physical activity and exercise performance. They will also explain two types of dietary concern and how they can affect a person's health and wellbeing.

**For Pass standard,** learners will describe general concepts of a balanced diet and sources of nutrition. They will use the common terminology associated with nutrition and information from guidelines from accepted national sources, using the information to validate their points. Learners will describe the general structure and function of the digestive system and be familiar with the enzymes that break down specific food sources. There should be a clear link to the process of absorption and excretion of digested foodstuffs. They will give a general outline of energy balance and the links to body composition and the effect on physical activity or exercise. They will demonstrate an understanding of two types of dietary concern and how they can affect a person's health and wellbeing.

#### Learning aim C

**For Distinction standard,** learners will justify the effectiveness of the one-week diet and hydration plan they have prepared, based on a nutritional assessment. They will give valid reasons, references or evidence to support the elements of the plan, clearly indicating the benefits it will have for the client, making suggestions for ongoing review.

**For Merit standard,** learners will review the status of the client and make connections between their current nutrient intake, their health and their physical activity or exercise, to identify relevant needs based on a nutritional assessment. They will develop a clear and cohesive plan that covers dietary and hydration needs for a selected client.



**For Pass standard,** learners will provide an overview of two types of dietary concern. They will produce a competent, one-week diet and hydration plan for a selected client who takes part in regular physical activity or exercise based on a nutritional assessment. Learners will explain the choice of foods and fluids in the plan, giving reasons for the types of foods selected to meet the needs of the client. The plan will include healthy and balanced nutrition and hydration information that covers general details but may lack some clarity and specific relevance to the selected client's needs.

### **Links to other units**

This unit links to:

- Unit 6: Exercise and Fitness Skills Development
- Unit 7: Personal Training and Programming.

### **Employer involvement**

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

- guest speakers
- visit to a health and fitness centre or professional that provides nutritional guidance
- visit or talk from sports drink manufacturers.

### **Opportunities to develop transferable employability skills**

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- research skills
- mathematical skills
- carrying out anthropometric tests
- working with others.



# Unit 10: Business and Technology in Personal Training

Level: 3

Unit type: Internal

Guided learning hours: 60

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## Unit in brief

Learners develop the skills needed to prepare a personal training business plan, using IT and financial and fitness data. They will implement a lifestyle and fitness programme for a client.

## Unit introduction

Personal training can be varied, depending on clients' individual needs. It requires an understanding of the key concepts of anatomy and physiology, and the key factors that need to be considered when making a lifestyle assessment. This unit will give you a foundation in theoretical personal training practice, providing a platform for further training in this area.

In this unit, you will develop an understanding of how to use IT to produce a successful business plan that includes financial forecasting and ways to achieve business growth. You will design your plan so that it improves client motivation and retention through lifestyle changes. You will link your plan to the technological developments that are shaping the fitness sector. You will plan and deliver a fitness and lifestyle programme for a client, relevant to your business plan. Your programme planning should take into consideration your client's individual needs and demonstrate that you have evaluated key client data and understood the methods used to collect this data. You will create a suitable personal training environment. Finally, you will learn how to evaluate the impact of your programme effectively, both for a client and for your personal training skills.

To complete the assessment activities in this unit, you will select and apply the knowledge and skills you have developed in your study of the mandatory content and in your wider learning across the programme. This unit will help you progress to working in the fitness industry. The unit will also help you to move to further study in higher education and to professional qualifications in fitness, health and wellbeing.

## Learning aims

In this unit, you will:

- A** Investigate the use of business skills for personal training
- B** Explore the use of technology for personal training
- C** Explore business-related legislation and organisational procedures for personal training.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Investigate the use of business skills for personal training	<b>A1</b> Producing a personal training business plan <b>A2</b> Finance and accounting for business planning in personal training <b>A3</b> Using IT for business planning in personal training <b>A4</b> Market tactics, strategies and research for personal training <b>A5</b> Developing a marketing plan	<p>A business plan for a personal training business, using IT and including details of how financial data will be maintained and monitored.</p> <p>A market research plan for a sport and active leisure business using marketing strategies and tactics.</p> <p>A research plan into how different types of technology can be used by a personal training business.</p>
<b>B</b> Explore the use of technology for personal training	<b>B1</b> Advances in fitness and training technology for the client <b>B2</b> Advances in fitness and training technology for a personal trainer	
<b>C</b> Explore business-related legislation and organisational procedures for personal training	<b>C1</b> Business-related legislation for personal training <b>C2</b> Ethics for a personal trainer <b>C3</b> Professional behaviours for a personal trainer	<p>A report which reviews how the personal training business can ensure they are meeting business-related legislation and ensuring that the ethics and professional behaviours of the personal trainer are observed.</p>

## Content

### Learning aim A: Investigate the use of business skills for personal training

#### A1 Producing a personal training business plan

- Business plan to include:
  - business rationale and idea
  - business goals
  - business targets
  - business objectives
  - key performance indicators
  - target market
  - client-facing products and services
  - sales and how to grow a client base
  - activities to support business objectives and growth
  - unique selling point (USP)
  - cash flow.
- Using relevant IT to produce a business plan.
- Reviewing business delivery and effectiveness:
  - SWOT analysis
  - financial assessment
  - staff satisfaction surveys
  - client satisfaction surveys
  - client retention.

#### A2 Finance and accounting for business planning in personal training

Learners will create, maintain and monitor financial data, to include:

- Budgeting:
  - forecasting
  - sales
  - targets.
- Profit and loss, e.g. gross profit, net gain.
- Balance sheets.
- Tax.
- Insurance legislation.
- Financial reporting.
- Requirements for the self-employed and employed.
- Pricing, e.g. discounting, individual session prices, group offers, seasonal pricing, loyalty offers, competitor pricing.
- Importance of keeping accurate records:
  - legal requirements
  - sales
  - payment of tax
  - purchasing and ordering records.
- Interpretation and analysis of financial data to promote business growth.

**A3 Using IT for business planning in personal training**

Learners will understand how a personal trainer would use IT to support and manage clients.

- Record keeping: online client data protection agreement.
- Sales and invoicing:
  - payment methods
  - invoicing via email
  - website to select and buy exercise sessions
  - client and group management, e.g. social media messaging group.
- Class scheduling:
  - online booking service, e.g. PTminder
  - booking applications.
- Retention levels:
  - key performance indicators
  - online client area access
  - social media promotion of clients' progress.
- Session reminders, e.g. text service, social media messaging.
- Analysis and interpretation of data.
- Client motivation, e.g. wearable technology, pedometers, mobile phone apps.

**A4 Marketing tactics, strategies and research for personal training**

- Marketing and sales tactics:
  - product – unique selling point, product/equipment and types of exercise options, age range
  - price – including pricing strategies, e.g. buy two sessions get one free, refer a friend, block-booking discounts
  - promotion – the promotional mix, including the use of digital promotion, social media, target market, brand image
  - place – personal training locations, e.g. access, parking; customer trends and preferences.
- Marketing and sales strategies:
  - online presence, e.g. social media page, website
  - stationery, e.g. flyers, leaflets, business card
  - word-of-mouth promotion, e.g. referral plan with incentive
  - self-branded clothing to promote business
  - local media, e.g. local radio, local newspaper.
- Market research:
  - public questionnaires and interviews
  - online questionnaires
  - SWOT analysis
  - local areas analysis, opportunities and competition.

### **A5 Developing a marketing plan**

Learners will develop a marketing plan incorporating the key elements to support success in personal training.

- Business aim.
- Target market.
- Services.
- Marketing and promotional strategies.
- Identification of the competition.
- Marketing goals, e.g. number of new clients, income.
- Methods to review results.

### **Learning aim B: Explore the use of technology for personal training**

#### **B1 Advances in fitness and training technology for the client**

Learners will understand how using the following training technology helps to provide data to motivate clients to increase and maintain fitness levels.

- Pedometers, e.g.:
  - apps, e.g. MyFitnessPal, Apple® health app
  - pedometer watches
  - smart watches
  - mobile pedometer.
- Heart-rate monitors, e.g. smart and fitness watches, chest heart-rate monitor.
- Video games/simulations, e.g. Nintendo® Wii Fit™, interactive stationary bike.
- Mobile phone applications: heart-rate and calorie trackers.
- Online fitness classes:
  - interactive spinning classes
  - online classes, e.g. The Body Coach, SWEAT onDemand®
  - YouTube™.

#### **B2 Advances in fitness and training technology for a personal trainer**

Learners will understand how using the following training technology helps the personal trainer to motivate clients to increase and maintain fitness levels.

- Producing online personal training, e.g.:
  - tutorials
  - exercise videos
  - nutritional advice
  - online direct contact
  - online challenges.
- Comparing fitness data from clients against expected results/health ranges, e.g.:
  - normative data tables accessible online
  - calorie consumption calculator
  - body mass index (BMI) calculator.
- Using data to make judgements and suggest improvements, e.g.:
  - to increase activity levels
  - to focus on specific components of fitness.

## **Learning aim C: Explore business-related legislation and organisational procedures for personal training**

### **C1 Business-related legislation for personal training**

- Current work-related legislation, e.g. Health and Safety at Work etc. Act 1974.
- National governing bodies (NGBs).
- Affiliation of fitness professionals, e.g. Register of Exercise Professionals (REPS).
- Legal checks if working with young people.
- Relevant health and safety qualifications and training.
- Risk assessment of facilities and equipment.
- Use of key legislation for data protection and confidentiality.

### **C2 Ethics for a personal trainer**

Learners will show an understanding of professional ethics related to the role of a personal trainer.

- Professional membership with appropriate bodies, e.g. REPS.
- Know the boundaries of the role and scope of practice, e.g. when to refer clients to medical professionals or other appropriately qualified fitness professionals.
- Work with other relevant professionals, e.g. sports massage therapists, sports nutritionists.
- Follow the personal trainers' professional code of conduct: positive, honest, empowering, personal integrity, respectful of clients and other professionals, motivating, trustworthy, committed, non-judgemental, consistent, personal conduct, role model, portray a professional image.

### **C3 Professional behaviours for a personal trainer**

Personal trainers should ensure client safety and wellbeing at all times by meeting the relevant legal responsibilities.

- Health and safety at work.
- Equality and diversity.
- Safeguarding or national equivalent of looking after people under the age of 18 and vulnerable adults.
- Hazard identification.
- Safe working practices.
- Ethics and professional conduct.
- Relevant data protection legislation.
- Informed consent.
- Storing client information in a safe place.
- Physical Activity Readiness Questionnaire (PAR-Q)/health commitment statement from every client.
- Relevant technology legislation, e.g. data protection, intellectual property (IP), patents and copyright.



## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate the use of business skills for personal training</b>		
<p><b>A.P1</b> Explain how a personal trainer could use IT to support and manage their clients.</p> <p><b>A.P2</b> Produce a straightforward personal training business plan, including a financial forecast, using IT.</p> <p><b>A.P3</b> Explain how marketing tactics, strategies and research are used to market a personal training business in a local area.</p> <p><b>A.P4</b> Produce a marketing plan for a personal training business in a local area.</p>	<p><b>A.M1</b> Produce a detailed personal training business plan, including a detailed financial forecast, using IT.</p> <p><b>A.M2</b> Analyse how marketing tactics, strategies and research are used to produce an effective marketing plan for a personal training business.</p>	<p><b>A.D1</b> Produce a comprehensive personal training business and marketing plan using IT, justifying how each aspect of the plan will support business success.</p>
<b>Learning aim B: Explore the use of technology for personal training</b>		
<p><b>B.P5</b> Explain how the use of fitness and training technology provides data to motivate clients to increase and maintain fitness levels.</p> <p><b>B.P6</b> Explain how the use of fitness and training technology provides data to support personal trainers to motivate clients and improve their fitness.</p>	<p><b>B.M3</b> Analyse the use of fitness and training technology to motivate regular participation in exercise for clients with different needs.</p>	<p><b>B.D2</b> Evaluate how the impact of advances in fitness and training technology help to motivate clients to improve their regular participation in exercise.</p>
<b>Learning aim C: Explore business-related legislation and organisational procedures for personal training</b>		
<p><b>C.P7</b> Explain the importance of legislation, ethics and professional behaviours for a personal trainer.</p>	<p><b>C.M4</b> Analyse the importance of legislation, ethics and professional behaviours for a personal trainer.</p>	<p><b>C.D3</b> Evaluate the impact of legislation, ethics and professional behaviours on personal training as a business.</p>

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. Section 6 Internal assessment 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, A.P3, A.P4, B.P5, B.P6, A.M1, A.M2, B.M3, A.D1, B.D2)

Learning aim: C (C.P7, C.M4, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to case studies, fitness-testing equipment, IT and accounting software, for example Excel.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard**, learners will produce a thorough and convincing personal training business plan and marketing plan. The plans will show effective use of a full range of IT and principles of business planning and delivery, including a detailed financial forecast. Learners will give well-developed reasons for their judgements on each plan's effectiveness, showing specific, in-depth knowledge of the use of technology to meet client needs and enhance business performance. Learners will be consistent and accurate in their use of sector terminology.

**For Merit standard**, learners will produce a clear and detailed personal training business plan and marketing plan.

The detailed business plan will show appropriate use of a full range of IT and business principles, including a clear financial forecast. The detailed marketing plan will consider the strengths and weaknesses of marketing tactics, strategies and research used to produce an effective marketing plan for a personal training business in a local area.

Learners will provide a clear and mostly accurate analysis of the delivery and effectiveness of the business plan. They will make mostly relevant connections between the effectiveness of the business plan and meeting client needs.

Learners will provide a clear and mostly accurate analysis of the effectiveness of the marketing plan, making mostly relevant connections between the effectiveness of the plan and meeting the personal training business needs. Learners will be generally accurate in their use of sector terminology.

Learners will explore the advantages and disadvantages of each of the four pieces of different technology that a client may use to help motivate them to participate in regular physical activity. They could consider factors such as cost, ease of use and information provided.

**For Pass standard**, learners will produce a realistic personal training business plan. The plan will be straightforward, showing use of a range of only essential IT and business principles, including financial planning. The plan should incorporate relevant IT and will show how IT will be used to support and manage clients.

Learners will produce a realistic personal training marketing plan. The plan will show the use of a range of essential marketing tactics, strategies and research, and will also show how they will be used to market a personal training business. Learners should use relevant terminology and demonstrate a basic understanding of IT.

## Learning aim B

**For Distinction standard,** learners will explore the potential impact of each of the four pieces of technology that a client may use to help motivate them to participate in regular physical activity. They will then arrive at a justified conclusion as to which types of technology they would recommend to clients based on their findings. Learners will also explore the potential impact of each of the four pieces of technology that a personal trainer may use to help them to motivate clients and to obtain client data to effectively support client achievement in regular participation in physical activity. They will then arrive at a justified conclusion as to which technology they would recommend to a personal trainer based on their findings.

**For Merit standard,** learners will explore the advantages and disadvantages of each of the four pieces of technology that a client may use to help motivate them to participate in regular physical activity. They could consider factors such as cost, ease of use and information provided.

Learners will also explore the advantages and disadvantages of each of the four types of technology that a personal trainer may use to help them to motivate clients and to obtain data to help them support client achievement. They could consider factors such as type of data produced, cost, ease of use and information provided.

**For Pass standard,** learners will explore four different types of technology used in fitness and training. They will explain how clients use each piece of technology and the types of information clients can receive, or how the client can use the technology to help motivate them to participate in regular physical activity to increase and then maintain their fitness levels. Learners will also explore four different types of technology that a personal trainer could use to help them to understand their clients' needs, fitness levels and progress, and/or how the personal trainer can use technology to support their clients to take part in regular physical activity. For each type of technology that a personal trainer could use, learners should give reasoning as to how the technology helps to motivate clients.

## Learning aim C

**For Distinction standard,** learners will review reasons behind how legislation, ethics and professional behaviours are in place for personal training and the benefits of each in supporting the health and wellbeing of personal training clients as well as in protecting the health and wellbeing of a personal trainer and their business.

**For Merit standard,** learners will assess key legislation in personal training, covering at least five different types of legislation and the reasons why each is in place, together with what could happen if a personal trainer did not adhere to the legislation.

Learners will also give a comprehensive account of the professional ethics a personal trainer should adhere to and the professional behaviours they should demonstrate. They should give reasoning for the importance of each for both the client's welfare and the personal trainer's welfare and business.

**For Pass standard,** learners will explore key legislation in personal training, covering at least five different types of legislation and how each is applied when working as a personal trainer. They will give a detailed account of the professional ethics a personal trainer should adhere to and the professional behaviours a personal trainer should demonstrate, with reasoning as to why each is important for both the client's health and safety and the personal trainer's business and health and safety.

### **Links to other units**

This unit links to:

- Unit 2: Careers in the Sport and Active Leisure Industry
- Unit 14: Marketing Communications
- Unit 31: Influence of Technology in Sport and Physical Activity.

### **Employer involvement**

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

- work experience
- visits to health and fitness centres
- guest speakers
- support from fitness professionals as mentors.

### **Opportunities to develop transferable employability skills**

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- business planning skills
- marketing skills
- IT skills.



# Unit 11: Business in Sport

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners develop the skills needed to prepare a business plan, using IT and financial and relevant business data. They will implement a customer service programme for a client.

## Unit introduction

Customer service can be varied, depending on the individual needs of clients. It requires an understanding of the key concepts and factors that need to be considered when preparing a customer service programme. This unit will give you the theoretical foundation of business skills and customer service practice, providing a platform for further training in this area.

In this unit, you will develop an understanding of how to use IT to produce a successful business plan that includes financial forecasting and ways to achieve business growth. You will design your plan so that it improves customer satisfaction and customer retention. You will link your plan to the technological developments that are currently shaping your chosen business. You will plan and deliver a customer service programme for a client, relevant to your business plan. Your programme planning should take into consideration your client's individual needs and demonstrate that you have evaluated key client data and understood the methods used to collect this data. You will create a suitable customer-focused environment. Finally, you will learn how to evaluate the impact of your programme effectively, both for a client and for your personal business skills.

To complete the assessment activities in this unit, you will select and apply the knowledge and skills you developed in your study of the mandatory content and in your wider learning across the programme. This unit will help you to progress to employment in the sports and active leisure industry. The unit will also help you to progress to further study in higher education or to professional qualifications in the sport and active leisure industry.

## Learning aims

In this unit you will:

- A** Investigate the use of business and customer service skills in the sport and active leisure industry
- B** Explore the use of technology to improve customer service for sport and active leisure organisations
- C** Explore business-related legislation and organisational procedures in the sport and active leisure industry.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Investigate the use of business and customer service skills in the sport and active leisure industry	<b>A1</b> Producing a business plan <b>A2</b> Finance and accounting for business planning in the sport and active leisure industry <b>A3</b> Using IT for business planning in the sport and active leisure industry <b>A4</b> Market tactics, strategies and research in the sport and active leisure industry <b>A5</b> Developing a marketing plan	<p>A business plan for a sport and active leisure business, using IT and including details of how financial data will be maintained and monitored.</p> <p>A marketing plan for a sport and active leisure business using marketing strategies, tactics and research.</p> <p>A report into how different types of technology can be used by the business to support effective customer service.</p>
<b>B</b> Explore the use of technology to improve customer service for sport and active leisure organisations	<b>B1</b> Advances in business technology for sport and active leisure organisations <b>B2</b> Advances in customer service skills for customers and clients	
<b>C</b> Explore business-related legislation and organisational procedures in the sport and active leisure industry	<b>C1</b> Business-related legislation for sport and active leisure organisations <b>C2</b> Customer service strategies <b>C3</b> Professional behaviours when dealing with customers and clients	<p>A report which reviews how the business can ensure it is meeting business-related legislation for their chosen business and ensuring that the objectives of a professional customer service strategy are being met.</p>



## Content

### Learning aim A: Investigate the use of business and customer service skills in the sport and active leisure industry

#### A1 Producing a business plan

- Business plan to include:
  - business rationale and idea
  - business goals
  - business targets
  - business objectives
  - key performance indicators
  - target market
  - client-facing product and services
  - sales and how to grow a client base
  - activities to support business objectives and growth
  - unique selling point (USP)
  - cash flow.
- Using relevant IT to produce a business plan.
- Reviewing business delivery and effectiveness:
  - SWOT analysis
  - financial assessment
  - staff satisfaction surveys
  - client satisfaction surveys
  - client retention.

#### A2 Finance and accounting for business planning in the sport and active leisure industry

Learners will create, maintain and monitor financial data, to include:

- Budgeting:
  - forecasting
  - sales
  - targets.
- Profit and loss, e.g. gross profit, net gain.
- Balance sheets.
- Tax (income tax, VAT).
- Insurance legislation.
- Financial reporting.
- Self-employed and employed requirements.
- Pricing, e.g. discounting, individual session prices, group offers, seasonal pricing, loyalty offers, competitor pricing.
- Importance of keeping accurate records:
  - legal requirements
  - sales
  - payment of tax
  - purchasing and ordering records.
- Interpretation and analysis of financial data to promote business growth.

### **A3 Using IT for business planning in the sport and active leisure industry**

Learners will understand how a business would use IT in order to support and manage customers or clients:

- Record keeping online client data protection agreement.
- Sales and invoicing:
  - EMV payment method
  - invoicing via email
  - website to buy products
  - customer or client management, e.g. social media messaging group
  - online booking service
  - booking application for Apple® and android users, e.g. PTminder.
- Retention levels:
  - key performance indicators
  - social media promotion of the business.
- Session reminders, e.g. text service, social media messaging.
- Analysis and interpretation of data.
- Client motivation, e.g. wearable technology, pedometers, mobile phone apps.

### **A4 Market tactics, strategies and research in the sport and active leisure industry**

- Marketing and sales tactics:
  - product – unique selling point (USP), product/equipment and types of exercise options, age range
  - price – including pricing strategies, e.g. buy two products or sessions get one free, refer a friend, block booking discounts
  - promotion – the promotional mix, including the use of digital promotion, social media, target market, brand image
  - place – business locations, e.g. access, parking; customer trends and preferences.
- Marketing and sales strategies:
  - online presence, e.g. social media page, website
  - stationery, e.g. flyers, leaflets, business card
  - word of mouth promotion, e.g. referral plan with incentive
  - self-branded clothing to promote business
  - local media, e.g. local radio, local newspaper.
- Market research:
  - public questionnaires and interviews
  - online questionnaires
  - SWOT analysis
  - local areas analysis opportunities and competition.

### **A5 Developing a marketing plan**

Learners will develop a marketing plan incorporating the key elements to support success in a selected business.

- Business aims.
- Business objectives.
- Target market.
- Services.
- Marketing and promotional strategies.

- Identification of the competition.
- Marketing goals, e.g. number of new customers or clients, income.
- Methods to review results.

## **Learning aim B: Explore the use of technology to improve customer service for sport and active leisure organisations**

### **B1 Advances in business technology for sport and active leisure organisations**

Learners will understand how the use of the following technology helps to provide data to improve customer satisfaction and increase and maintain customer base.

- Hawk-Eye technology.
- HANS device.
- Video technology.
- Wearable computers.
- Prosthetic devices for disabled athletes.
- Ingestible thermometer pills.
- Pedometers:
  - apps, e.g. MyFitnessPal, Apple® health app
  - pedometer watches
  - smart watches
  - mobile pedometer
  - social media
  - mobile optimised website
  - self service
  - real time support
  - live video streaming.
- Heart-rate monitors, e.g. smart and fitness watches, chest heart rate monitor.
- Video games/simulations, e.g. Nintendo® Wii Fit™, interactive stationary bike.
- Mobile phone applications: heartrate and calorie trackers.
- Online fitness classes:
  - interactive spinning classes
  - online classes (e.g. The Body Coach)
  - Youtube™.
- Comparing fitness data from clients against expected results/health ranges, e.g.:
  - normative data tables accessible online
  - calorie consumption calculator
  - BMI calculator.
- Using data to make judgements and suggesting improvements, e.g.:
  - to increase activity levels
  - focus on specific components of fitness.

**B2 Advances in customer service skills for customers and clients**

Learners will understand how the use of the following customer skills helps the business to improve customer satisfaction and increase and maintain customer base.

- Engage in active listening. Active listening is essential for effective communication.
- Highlight understanding. Ensure that each customer is aware that you understood their needs.
- Be courteous.
- Call the customer by his name.
- Go the extra mile.
- Ask, don't demand.
- Empower.
- Be proactive.
- Importance of customer service.
- Set the customer's expectations.
- Listen first then speak.
- Draft customer service standards.
- Treat your employees as your first customer.
- Create customer touchpoints
- Follow-up after the sale.
- Business reporting.
- Analytics.
- Customer experience strategy.
- Customer management.

**Learning aim C: Explore business-related legislation and organisational procedures in the sport and active leisure industry****C1 Business-related legislation for sport and active leisure organisations**

- Current work-related legislation:
  - health and safety legislation
  - public liability insurance
  - national governing bodies (NGB) – affiliation fitness professional, e.g. Register of Exercise Professionals (REPs), Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)
  - relevant health and safety qualifications and training
  - risk assessment of facility and equipment
  - use of key legislation for data protection and confidentiality.

## **C2 Customer service strategies**

A customer service strategy needs to be implemented in every area of the organisation.

- Aims and objectives.
- Needs of the consumer.
- Metrics that help the business to define success.
- Conduct need-focused assessments through market research.
- Focus groups, satisfaction surveys and customer comment cards.
- Customer-facing teams.
- Rewarding customers.
- Loyalty schemes.
- Align with the overall vision, mission and values of an organization.
- Employee's role.
- Employee incentive schemes.
- Product knowledge.
- Company processes.
- Concrete goals.
- What you want to achieve.
- Increase revenue by upselling products.
- Reduce expenses by making customer service processes more efficient.
- Tactical plans and programs.
- Emotional triggers for customer delight.
- Consistency in the service.
- Embrace technology.
- Listen to the customers.
- Create a great first impression.
- Regular feedback and act on it to build.
- Customer relations.
- Make the customers feel special.
- Customer lifecycle.

## **C3 Professional behaviours when dealing with customers and clients**

- Customer/client safety.
- Customer-centred model.
- Dress.
- Behaviour.
- Positive and friendly attitude.
- Customer communication.
- Phone etiquette.
- Email.
- Social media.
- Showing compassion for others.
- Responding appropriately to the needs of the customer/client.
- Demonstrating respect for others.

- Demonstrating a calm, compassionate and helpful demeanour towards those in need.
- Being supportive.
- Customer focus.
- Ease of access.
- Quality.
- Speed.
- Choice.
- Convenience.
- Response.
- Relevant legal responsibilities:
  - health and safety at work
  - equality and diversity
  - safeguarding
  - hazard identification
  - safe working practices
  - ethics and professional conduct
  - relevant data protection legislation
  - informed consent
  - storing client information in a safe place
  - Physical Activity Readiness Questionnaire (PAR-Q)/health commitment statement from every client
  - relevant technology legislation, e.g. data protection, intellectual property (IP), patents and copyright.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate the use of business and customer service skills in the sport and active leisure industry</b>		
<b>A.P1</b> Explain how a selected sport or active leisure industry business could use IT to support and manage its customers or clients.  <b>A.P2</b> Produce a straightforward business plan, including a financial forecast using a range of IT.  <b>A.P3</b> Explain how marketing tactics, strategies and research are used to market a selected business in a local area.  <b>A.P4</b> Produce a marketing plan for a selected business in a local area.	<b>A.M1</b> Produce a detailed business plan, including a detailed financial forecast using IT.  <b>A.M2</b> Analyse how marketing tactics, strategies and research are used to produce an effective marketing plan for a selected business.	
<b>Learning aim B: Explore the use of technology to improve customer service for sport and active leisure organisations</b>		
<b>B.P5</b> Explain how the use of technology provides data to improve customer service for customers and clients to increase business and maintain customer satisfaction.  <b>B.P6</b> Explain how your selected business aligns its customer service strategy with the business aims and objectives.	<b>B.M3</b> Analyse the use of technology to improve customer service and how the customer service strategy meets the business aims and objectives.	
		<b>A.D1</b> Produce a comprehensive business and marketing plan using IT, justifying how each aspect of the plan will support business success.  <b>B.D2</b> Evaluate how the impact of advances in customer service technology help to retain customers and clients.

Pass	Merit	Distinction
<b>Learning aim C: Explore business-related legislation and organisational procedures in the sport and active leisure industry</b>		<b>C.D3</b> Evaluate the impact of legislation, ethics and professional behaviours on a selected sport and active leisure business.
<b>C.P7</b> Explain the importance of legislation, ethics and professional behaviours for a selected sport and active leisure business.	<b>C.M4</b> Analyse the importance of legislation, ethics and professional behaviours for a selected sport and active leisure business.	



## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6 Internal assessment* 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, A.P3, A.P4, A.M1, A.M2, A.D1, B.P5, B.P6, B.M3, B.D2)

Learning aim: C (C.P7, C.M4, C.D3)

## Further information for teachers and assessors

### Resource requirements

Learners will need access to case studies, IT and accounting software, e.g. Excel spreadsheets.

### Essential information for assessment decisions

#### Learning aims A and B

**For Distinction standard,** learners will produce a thorough and convincing business and marketing plan for a selected sport or active leisure business. The plan will show effective use of a full range of IT and principles of business planning and delivery, including a full and detailed financial forecast. Learners will give well-developed reasons for their judgements on the plan's effectiveness, showing specific, in-depth knowledge of the use of technology to meet client needs and enhance business performance. Learners will be consistent and accurate in their use of sector terminology.

Learners will explore the potential impact of two advances in technology on customer service. They will then arrive at a justified conclusion as to which types of technology they would recommend to clients based on their findings.

**For Merit standard,** learners will produce a clear and detailed business plan and marketing plan for a selected sport or active leisure business.

The business plan will be detailed showing appropriate use of a full range of IT and business principles, including a clear financial forecast. The marketing plan will be detailed and provide strengths and weaknesses of how marketing tactics, strategies and research are used to produce an effective marketing plan for a selected business in a local area.

Learners will provide a clear, and mostly accurate, analysis of the delivery and effectiveness of the business plan. They will make mostly relevant connections between the effectiveness of the business plan in meeting client needs.

Learners will provide a clear, and mostly accurate, analysis of the effectiveness of the marketing plan making mostly relevant connections between the effectiveness of the plan in meeting the business needs. Learners will be generally accurate in their use of sector terminology.

Learners will explore the advantages and disadvantages of each piece of the two pieces of different technology that a client may use to improve customer service within the business. Factors such as cost, ease of use, and information provided could be explored in learners' assessments.

Learners will also explore the advantages and disadvantages of each piece of the two types of different technology that a business may use to help improve customer service and obtain data from its clients to help it to support customer satisfaction. Factors such as type of data produced, its cost, ease of use, and information provided could be explored in learners' analysis.

**For Pass standard,** learners will produce a realistic business plan for your chosen business. The plan will be straightforward showing use of a range of essential IT and business principles only, including financial planning. The plan should incorporate relevant IT and show how it will be used to support and manage clients.

Learners will produce a realistic business and marketing plan. The plan will show use of a range of essential marketing tactics, strategies and research showing how these will be used to market the business. Learners should use relevant terminology and show a basic understanding of IT.

Learners will explore two different types of technology used to improve the customer service strategy for the business. They will explain how each piece of technology is used by the business and the types of information the business can receive or how the technology can be used by the client to help to improve customer service. They will also explore how the two different types of technology that the business uses helps them to understand its client's needs and support its customer service strategy. For each type of technology that a business could use, reasoning as to how the technology helps to improve customer service should be included.

### Learning aim C

**For Distinction standard,** learners will review four relevant types of legislation that are in place and impact a chosen sport or active leisure business. Learners should evaluate the reasons behind why legislation, ethics and professional behaviours are in place for a chosen sport or active leisure business and the impact of each in supporting the health and wellbeing of staff and clients.

**For Merit standard,** learners will assess key legislation and its impacts on a chosen sport or active leisure business covering at least four different types of legislation and the reasons why each is in place together with the issues of what could happen if a business did not adhere to them.

They will also provide a comprehensive account of the professional behaviours staff should adhere to with reasoning as to why these are important for the business.

**For Pass standard,** learners will explore key legislation in a selected sport or active leisure business covering at least four different types of legislation and how they are applied within the business. Learners will also provide a detailed account of the professional behaviours staff should demonstrate with reasoning as to why each is important for both the clients and also for the success of the business.

### Links to other units

This unit links to:

- Unit 2: Careers in the Sport and Active Leisure Industry
- Unit 14: Marketing Communications
- Unit 31: Influence of Technology in Sport and Physical Activity.

### Employer involvement

Centres can 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.

### **Opportunities to develop transferable employability skills**

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- teamwork
- working on own initiative
- problem solving
- business skills
- planning
- presentation
- evaluation skills.

# Unit 12: Sports Tourism

Level: 3

Unit type: Internal

Guided learning hours: 60

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## Unit in brief

Learners investigate the characteristics and economic, social and environmental impact of sports tourism and apply this to the planning and presentation of a sports tourism enterprise.

## Unit introduction

The tourism industry across the world grows annually with travellers preferences changing all the time. Sports tourism is a growing sector and includes a range of categories such as major sports-related events and recreational activities.

In this unit you will investigate the characteristics and impacts of sports tourism locally, nationally and internationally. You will explore the roles and responsibilities of those who work in the sports tourism sector and consider the opportunities available for a sports tourism enterprise. You will then apply this knowledge and understanding to develop a feasible sports tourism plan, giving your insight into the requirements for developing your own enterprise opportunity in the future.

This unit will support your progression into a wide range of career opportunities such as activity leaders within holiday representative roles in destinations such as cruise ships and hotels, instructors, tour guides, sports and physical activity event logistics, security, merchandisers or event planners. It will also support progression into a variety of higher education courses in degrees related to sport or physical activity.

## Learning aims

In this unit you will:

- A** Explore the characteristics and the economic, social and environmental impact of sports tourism
- B** Investigate the opportunities, demand and requirements for a sport tourism enterprise
- C** Develop and present a plan for a sports tourism enterprise.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore the characteristics and the economic, social and environmental impact of sports tourism	<b>A1</b> Types of sports tourism <b>A2</b> Types of sports tourism businesses <b>A3</b> Factors affecting sports tourism <b>A4</b> Roles and responsibilities within the sports tourism sector <b>A5</b> Economic, social and environmental impact of sports tourism	A presentation or report that includes: <ul style="list-style-type: none"> <li>information about the range of sports tourism available for both professional athletes and recreational participants</li> <li>factors influencing the sector</li> <li>roles and responsibilities associated with working in sports tourism</li> <li>organisations involved</li> <li>economic contribution and impact of sports tourism.</li> </ul>
<b>B</b> Investigate the opportunities, demand and requirements for a sport tourism enterprise	<b>B1</b> Market research <b>B2</b> Opportunities <b>B3</b> Demand <b>B4</b> Enterprise requirements	An evaluation of the feasibility of a sports tourism enterprise opportunity, based on research carried out.
<b>C</b> Develop and present a plan for a sports tourism enterprise	<b>C1</b> Components of the plan for a sports tourism enterprise <b>C2</b> Presenting the plan	Develop a plan for a sports tourism enterprise. Present the plan to an audience in order to detail the proposed sports enterprise.

## Content

### Learning aim A: Explore the characteristics and the economic, social and environmental impact of sports tourism

#### A1 Types of sports tourism

- Spectating, e.g.:
  - following a sports team or individual
  - major events such as the Olympics, Wimbledon tennis tournament, Cricket World Cup
  - small-scale events, e.g. local marathons, triathlons.
- Participation, e.g.:
  - amateur participation
  - professional competition
  - recreational tourism, such as family ski trips, walking, hiking, fishing, health break, surfing, fitness retreats
  - school, college and university sports tours
  - sports camps.

#### A2 Types of sports tourism businesses

- Sports tourism services, e.g.:
  - transport
  - accommodation
  - instruction, coaching, teaching
  - tour coordination
  - sourcing of event tickets and packages.
- Secondary business associated with sports tourism sector, e.g. entertainment, restaurants, souvenirs, equipment rental.

#### A3 Factors affecting sports tourism

- Travel and infrastructure.
- Terrorism.
- Natural disasters and extreme weather.
- Anti-social behaviour and hooliganism at large sports events.
- Physical and historical geographical factors affecting sports tourism activities, e.g.:
  - weather-reliant activities, e.g. dry, warm, snow conditions
  - geographic factors, e.g. mountains, water
  - historic relationship, e.g. birthplace of the sport, large established following for a particular sport
  - sporting heritage linked to historical, cultural or national influences, e.g. sumo wrestling in Japan, ice hockey in Canada, Australia rules football in Australia.

**A4 Roles and responsibilities within the sports tourism sector**

- Roles, e.g.:
  - manager, organiser
  - travel agent
  - coach, instructor or activities leader
  - security
  - caterer
  - usher
  - promoter
  - entertainer
  - trainer.
- Responsibilities, e.g.:
  - following codes of conduct and approved procedures
  - health and safety checks and approval, risk assessments
  - adhering to local customs and being aware of cultural norms
  - following safeguarding policies for working with children or vulnerable adults.

**A5 Economic, social and environmental impact of sports tourism**

- Economic impact of sport tourism at different scales, e.g. multiplier effect in local and national economy, impact of sports tourism on a country's Gross Domestic Product, cost of major sports events have international impact by boosting economies of multiple countries in a region.
- Services associated with sports tourism economy, e.g.:
  - transport
  - accommodation
  - catering
  - security.
- Products associated with sports tourism economy, e.g.:
  - merchandise
  - clothing
  - equipment
  - ticketing.
- Social impact of sports tourism, e.g.:
  - development of infrastructure in host area
  - community development and community cohesion through hosting and participating in events associated with sports tourism
  - impact on local traditions and quality of life
  - disruption, crime and anti-social behaviour.
- Environmental impact of sports tourism, e.g.:
  - managing increased visitor numbers to an area
  - overcrowding and congestion
  - damage to the physical environment, e.g. litter, graffiti, destruction of habitats, loss of green space
  - cost of repairing damage or disposing of waste caused by sports tourism
  - environmental conservation projects can benefit from funding generated by sports tourism.



## **Learning aim B: Investigate the opportunities, demand and requirements for a sport tourism enterprise**

### **B1 Market research**

- Research skills:
  - primary and secondary research
  - collecting information
  - organising information
  - competition, e.g. type of company, type of event, type of enterprise, proven track record
  - resource availability – financial, human and logistical
  - facilities and infrastructure available in local area
  - amateur/ professional requirements to host event
  - use of relevant case studies.

### **B2 Opportunities**

- Suitable enterprise opportunities, e.g.:
  - fundraising services
  - partnerships
  - arranging staff, e.g. sport event organisers, referees, score keepers, statisticians.

### **B3 Demand**

- Type of customer considerations, e.g.:
  - demographic
  - customer profile
  - standard and level of ability of performers and players
  - national governing body rules
  - domestic/ international competition.

### **B4 Enterprise requirements**

- Legal and ethical compliance.
- Materials and resources.
- Marketing/raising awareness.
- Facilities.
- Staffing.
- Transport.
- Timelines.

## **Learning aim C: Develop and present a plan for a sports tourism enterprise**

### **C1 Components of the plan for a sports tourism enterprise**

- Concept and USP (unique selling point).
- Market summary.
- Target market.
- Financial plan.
- Resources, facilities and location.
- Risks.
- Staffing.
- Marketing.
- Legal and ethical considerations.

## **C2 Presenting the plan**

- Communication format and methods suitable to audience and nature of enterprise.
- Key points that need to be communicated to the audience.
- Providing clear, effective summary information.
- Organisation and structure of ideas – arranging and prioritising different aspects of the presentation.
- Information graphics: diagrams, charts and other visual tools.
- Images.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the characteristics and the economic, social and environmental impact of sports tourism</b>		<b>A.D1</b> Evaluate the significance of various aspects of the sports tourism sector, including its economic, social and environmental impact.
<b>A.P1</b> Explain the different types of sports tourism organisations, roles and responsibilities and key factors influencing the sector. <b>A.P2</b> Explain the key economic, social and environmental impacts of sports tourism.	<b>A.M1</b> Analyse different types of factors in the sports tourism sector and the economic, social and environmental impact of sports tourism.	
<b>Learning aim B: Investigate the opportunities, demand and requirements for a sport tourism enterprise</b>		<b>B.D2</b> Evaluate the potential feasibility of the sports tourism enterprise opportunity, taking into account any constraints. <b>C.D3</b> Demonstrate individual self-management and initiative in the presentation of a high- quality plan for a sports tourism enterprise.
<b>B.P3</b> Carry out research for a sports tourism enterprise opportunity. <b>B.P4</b> Explain the market opportunity, customer demand and resource requirements for the sports tourism enterprise opportunity.	<b>B.M2</b> Analyse the potential feasibility of the sports tourism enterprise opportunity.	
<b>Learning aim C: Develop and present a plan for a sports tourism enterprise</b>		
<b>C.P5</b> Develop a plan for a sports tourism enterprise. <b>C.P6</b> Present a plan for a sports tourism enterprise to a selected audience.	<b>C.M3</b> Develop and present an individual pitch for a planned sports tourism enterprise, making recommendations for future improvements.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6 Internal assessment* 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 aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C. P6, B.M2, C.M3, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

There are no special resources needed for this unit.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard,** learners will draw selectively on a variety of relevant information to support an opinion on the relative significance of different aspects involved in the sports tourism sector. Learners' evaluations will show comprehensive coverage of all characteristics and influences, as listed in the unit content. They will make consistently effective judgements about the importance of different aspects and how these interrelate. Learners will draw accurately on their research to show understanding of both specific and wider economic, social and environmental impacts of sports tourism and justify their conclusions.

**For Merit standard,** learners will give a methodical, detailed examination of information about the sports tourism sector, making relevant connections to key aspects that characterise the sector and influence its development, such as the types of sports tourism or organisations involved, or specific roles and responsibilities associated with working in sports tourism. They will interpret key aspects, interrelationships and outcomes regarding the economic, social and environmental impact of sports tourism. Learners will present an objective, critical analysis substantiated by references to mostly relevant examples. Learners will make reasoned analytical judgements involving comparison or discussion of different kinds of economic impacts in their analysis.

**For Pass standard,** learners will give some reasons or detail to support their explanation of the key features of the sports tourism sector at present. Learners will show that they comprehend the origins and functions of the sector, referring to appropriate examples such as the different types of organisations or job roles involved. They will show competent understanding of key influences on the sector. Learners will give appropriate details and generally correct reasons or explanations to support a view regarding the economic, social and environmental impact of sports tourism. They will make appropriate references to impacts in a local, national and international context. Learners will show a realistic understanding of the origins and results of a range of economic impacts, with some references to relevant examples.

#### Learning aims B and C

In achieving learning aim C, learners must individually prepare and produce their own plan for a sports tourism enterprise. They must also carry out an individual presentation pitch for the sports tourism enterprise. The enterprise could be based in the learner's home country or could focus on an area overseas. Teachers should ensure that the type of enterprise chosen by learners provides sufficient scope for them to complete the assessment fully.

Learners will select a form of presentation that is appropriate to the proposed enterprise and audience.

The format of the presentation could be static, for example a visual display or multimedia presentation, or interactive, for example an oral presentation supported by audio-visual materials.

**For Distinction standard,** learners will express a convincing view on the feasibility of the proposed sports tourism enterprise, supported by references to specific aspects of their research analysis. They will fully consider the factors affecting the potential success of the proposed enterprise, including any constraints and potential challenges, and arrive at a justified conclusion.

The plan for the proposed enterprise will be comprehensive and include a thorough consideration of any relevant ethical and legal implications and how these might affect their proposal. Learners will also produce consistently accurate and relevant financial data to support the enterprise, together with a comprehensive and detailed identification of the specific resources required. The marketing aspect of the plan will include suggestions that demonstrate learners' ability to apply their understanding of the importance of key marketing elements in raising consumer awareness, and include valid references to the role of budget and timelines.

Learners will show a high level of initiative and self-management in planning and accessing the resources required for the presentation. Learners will, within the budget allowed and using available resources, produce a well-designed, individual presentation that demonstrates a depth of insight, attention to detail, innovation and precision. The presentation will be completely appropriate to the intended audience or visitors. Supporting documents will be effectively structured and show evidence of logical links to the enterprise research carried out before the presentation. The supporting documents for the presentation will effectively communicate the sports tourism enterprise to the audience. There will be evidence that learners have considered and recommended improvements that could be made to the presentation. Evidence will be supported by observation records, witness statements and digital media.

**For Merit standard,** learners will produce a clear, balanced analysis of the proposed sports tourism enterprise. They will consider most key challenges associated with implementing the enterprise and give generally relevant reasons for their views, linked to results of their research.

Learners will produce a comprehensive, realistic plan for the sports tourism opportunity that will include consideration of any relevant legal and ethical implications and how these might affect their proposal. Learners will produce relevant financial data to support the enterprise, together with correct identification of the resources required. The plan will include a marketing approach that shows correct understanding of the importance of marketing in raising consumer awareness.

Learners will plan and access resources required for the presentation. Learners will, within the budget allowed and using available resources, produce a clear, structured individual presentation that attracts interest from the audience, such as attendees at the presentation or visitors to a presentation stand. Supporting documents will be detailed and show links to the enterprise research carried out before the presentation. The documents will clearly communicate the sports tourism enterprise to the audience. Learners will explain what recommendations they could make to improve the presentation, should they do it again. They will demonstrate an appropriate, clear approach to measuring the success of their presentation against set objectives. Any identified areas for improvement will be relevant and clearly linked to the presentation. Evidence will be supported by observation records, witness statements and digital media.

**For Pass standard,** learners will carry out research using both primary and secondary sources of information into current opportunities for a sports tourism enterprise. The research will be carried out correctly and evidenced in a research portfolio that is mainly appropriate and realistic. There will be some variety in the information sources used. Learners will show a realistic understanding of the market opportunity, customer demand and resource requirements for a sports tourism enterprise opportunity. They will give some relevant examples or reasons to support their explanation.

Learners will produce a competent, realistic plan for the proposed enterprise that includes some consideration of straightforward legal and ethical issues relevant to the proposal. They will produce generally appropriate financial data that may contain some minor inaccuracies. There will be evidence that learners have considered the main resources required to set up the enterprise with some relevant examples or reasons given for the resources identified. Learners will include evidence of basic understanding of the main marketing requirements for the sports tourism enterprise.

Learners will produce an individual presentation that accurately explains the new sports tourism enterprise. They will use a variety of resources to produce the presentation, most of which will be relevant to the particular enterprise. Learners will produce appropriate documents to generate interest in the new sports tourism enterprise. The supporting documents will show relevance to the proposed sports tourism enterprise or prior research undertaken. Evidence will be supported by observation records, witness statements and video clips.

### Links to other units

This unit links to:

- Unit 2: Careers in the Sports and Active Leisure Industry
- Unit 4: Ethics, Behaviours and Values
- Unit 14: Marketing Communications
- Unit 31: Influence of Technology in Sport and Physical Activity.

### Employer involvement

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

- interaction with local employers involved in the sector, such as representatives from local teams (amateur and professional) and local businesses.
- input from employers and organisations such as tour operators and travel agents regarding sports tourism opportunities.
- input from national governing bodies of sport (NGBs) on how to encourage enterprise, events and business in particular sports sectors.

### Opportunities to develop transferable employability skills

Besides the specialist subject knowledge gained through the study of this unit, learners will have the opportunity to develop transferable employability skills:

- organisational
- problem solving
- communication
- critical thinking
- initiative and enterprise.





# Unit 13: Sports Journalism

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners will develop knowledge, understanding and skills in sports journalism that they will use to produce sports articles.

## Unit introduction

Sports journalism helps to bring sport to life for audiences across television, radio, print and online. The role of the sports journalist is to provide news, insight and understanding of the broader context of sports stories and events. Sports journalists work in a dynamic digital environment and are expected to tell their stories across different media platforms to reach their audience.

In this unit you will explore the context of sports journalism, including common conventions and what makes a sports story newsworthy. You will also learn about the legal and ethical responsibilities of sports journalists.

You will develop skills in sports journalism, such as how to research, source and compile stories so that you can write compelling sports articles, ask the important questions and produce imaginative sports features. You will need to gather information, create content and produce sports articles for broadcast, publication or digital distribution to specific audiences.

This unit will help you to progress to employment in a variety of fields, such as sports journalism, public relations and marketing, the press departments of professional sports clubs and sport management. This unit will help you to progress to further study in higher education or to professional qualifications in sports journalism.

## Learning aims

In this unit you will:

- A** Explore sports journalism
- B** Develop skills in sports journalism
- C** Produce sports articles for specific platforms.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore sports journalism	<b>A1</b> Sports journalism across media platforms <b>A2</b> Conventions of sports journalism <b>A3</b> Legal and ethical responsibilities of sports journalists	Written report or presentation comparing examples of sports journalism across different platforms. The report will include reference to legal and ethical responsibilities.
<b>B</b> Develop skills in sports journalism	<b>B1</b> Using secondary research sources <b>B2</b> Sports journalism skills <b>B3</b> Recording and editing skills	Portfolio of development work, including evidence of: <ul style="list-style-type: none"> <li>• planning</li> <li>• secondary research</li> <li>• project management</li> <li>• conducting interviews</li> <li>• creating content</li> <li>• the editing process</li> <li>• reviewing and refining outcomes.</li> </ul>
<b>C</b> Produce sports articles for specific platforms	<b>C1</b> Planning sports articles <b>C2</b> Create content for sports articles <b>C3</b> Produce sports articles	Sports articles for TV, radio, print and/or online.

## Content

### Learning aim A: Explore sports journalism

#### A1 Sports journalism across media platforms

- Types of sports journalism:
  - feature stories
  - news stories
  - match/event previews
  - live commentary, live reporting, live updates
  - match/event reports
  - documentaries.
- Broadcast media (TV and radio):
  - dedicated 24-hour sports channels, e.g. Sky Sports, ESPN, Fox, Ten Sports, Super Sport, Star Sports, J-Sports
  - sports news bulletins, e.g. national and local TV and radio stations
  - sports club channels, e.g. LFC TV, Dragons TV, Lakers TV, Barca TV
  - podcasts.
- Print media:
  - Newspapers, e.g. sports sections in national and local newspapers
  - sports magazines
  - official sports club and event programmes, e.g. matchday programmes
  - fanzines.
- Online media:
  - official sports club websites, event websites and apps
  - official sports club/event social media channels
  - unofficial blogs and vlogs.

#### A2 Conventions of sports journalism

- Conventions of broadcast sports journalism, such as:
  - presenters
  - interviews
  - live and archive footage
  - graphical data, information, statistics.
- Conventions of print and online sports journalism, such as:
  - mode of address (how the journalist speaks to the audience, e.g. formal/informal)
  - quotes from interviews
  - photographs
  - graphical data, information and statistics.
- Audience appeal, e.g. general sport fans, specific fan groups
  - general information
  - detailed insight.

- News values in sports journalism:
  - sports news agenda
  - criteria used to select a sports story as newsworthy, such as:
    - impact
    - timely
    - interest (local, national or global appeal)
    - unexpected.

### **A3 Legal and ethical responsibilities of sports journalists**

- The legal framework that determines what sports journalists can and cannot report, such as:
  - copyright, clearances, permissions and acknowledgements
  - defamation and libel
  - privacy.
- Ethical considerations:
  - how sportspeople are represented in the media:
    - positive and negative stereotypes of sportspeople
    - effects of the representation of sportspeople.
  - promoting equality and diversity in sport
  - promoting fair play
  - upholding journalistic standards:
    - accuracy
    - honesty
    - objectivity
    - fair, balanced and impartial reporting.

## **Learning aim B: Develop skills in sports journalism**

### **B1 Using secondary research sources**

- Collating information, facts and statistics for sports articles.
- Validity and reliability of secondary sources.
- Sourcing material from secondary sources:
  - images
  - archive footage
  - statistics
  - quotations.
- Attributing sources:
  - referencing
  - citations.

### **B2 Sports journalism skills**

- Interview techniques:
  - preparing key questions, e.g. open questions, direct questions
  - putting the interviewee at ease
  - asking follow-up questions
  - recording the interview:
    - filming the interview
    - audio recording
    - written account of the interview.

- Sports writing skills for TV, radio, print and online:
  - structuring sports articles using the inverted pyramid:
    - put the most important information first – who? what? when? where? why? how?
    - additional detail to expand on the information provided
    - interviews or quotations to add credibility and interest.
  - writing short and engaging headlines
  - writing an introduction to hook the reader/viewer/listener
  - using short sentences and paragraphs
  - consistent use of tense.

### **B3 Recording and editing skills**

- Recording and editing video:
  - shooting video:
    - find an appropriate location
    - framing the shot, e.g. medium close up of sports reporter, long shot of sports action
    - using a tripod
  - editing video:
    - arranging, trimming, cutting and moving clips
    - adding transitions
    - adding captions and graphics.
- Recording and editing audio:
  - recording audio:
    - find a quiet location
    - position the recording device close to the sports reporter
    - recording ambient sound, e.g. the relevant sport being played.
  - editing audio:
    - arranging, trimming, cutting and moving clips
    - adding transitions
    - keeping the sound levels consistent.
- Editing for print and online sports journalism:
  - editing copy:
    - readability
    - proofreading
    - edited to the required length.
  - page layout:
    - add headlines, images and captions.

## **Learning aim C: Produce sports articles for specific platforms**

### **C1 Planning sports articles**

- Generating ideas:
  - selecting a topic and finding an angle
  - identifying the platform and intended audience
  - decide on a mode of address, e.g. formal, conversational.

- Researching information/content and assessing the information for:
  - relevance
  - accuracy
  - quality
  - recent developments within the sport.
- Planning interviews:
  - finding possible interviewees
  - seeking permission from the sports club if necessary
  - gaining access to players, coaches or backroom staff
  - background research
  - preparing questions
  - arranging the time and location of the interview.
- Creating an outline plan:
  - organising information into sections of content
  - putting the content sections into a running order.
- Project management, including:
  - time management
  - gathering resources
  - decision making
  - problem solving.

## **C2 Create content for sports articles**

- Creating material for sports articles, such as:
  - taking photographs
  - conduct interviews
  - shoot footage
  - record audio
  - writing text:
    - scripts for TV or radio sports articles
    - drafting sports articles for print publications.
- Review and refine content:
  - reviewing the accessibility of the content:
    - appropriateness of the language
    - clarity of video/audio recordings.
  - identify strengths and areas for improvement:
    - conduct further research
    - create further content.

## **C3 Produce sports articles**

- Editing the content together into a sports article for the selected platform.
- Gathering feedback and making improvements:
  - members of the target audience
  - sports club/event representatives.
- Exporting sports articles in an appropriate file format, e.g. MP3, MP4, PDF.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore sports journalism</b>		<b>A.D1</b> Evaluate the use of conventions and legal and ethical responsibilities in considered examples of sports journalism across broadcast, print and online media.
<b>A.P1</b> Explain the conventions of sports journalism across different platforms. <b>A.P2</b> Explain the legal and ethical responsibilities of sports journalists.	<b>A.M1</b> Analyse the use of conventions and legal and ethical responsibilities in detailed examples of sports journalism across different platforms.	
<b>Learning aim B: Develop skills in sports journalism</b>		<b>BC.D2</b> Produce comprehensive planning and use a proficient combination of research and sports journalism skills to create, review and refine content into accomplished sports articles for different platforms.
<b>B.P3</b> Demonstrate competent use of secondary research sources and sports journalism skills.	<b>B.M2</b> Demonstrate effective use of secondary research sources and sports journalism skills.	
<b>Learning aim C: Produce sports articles for specific platforms</b>		
<b>C.P4</b> Produce competent planning for a sports article. <b>C.P5</b> Produce a basic sports article.	<b>C.M3</b> Produce detailed planning and use an appropriate combination of skills to create and shape content into effective sports articles.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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 aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, C.P4, C.P5, B.M2, C.M3, BC.D2)



## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to sports articles across different media platforms and equipment for recording and editing content for sports articles. Free online desktop publishing, audio and video editing software is appropriate for producing the sports articles.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard,** learners will draw selectively on a variety of examples of sports journalism across broadcast, print and online platforms to demonstrate a comprehensive understanding of sports journalism. Learners will make evaluative judgements about the conventions of sports journalism, news values and audience appeal and how these interrelate. Learners will also show a thorough understanding of how legal constraints affect the work of sports journalists and evaluate the impact of ethical responsibilities on sports journalists and wider society.

**For Merit standard,** learners will draw on detailed examples of sports journalism from at least two media platforms (from broadcast, print and online) to demonstrate a good understanding of sports journalism. Learners will make reasoned analytical judgements about key aspects and interrelationships of sports journalism, news values and audience appeal. Learners will also show good understanding of how key legal constraints and ethical responsibilities affect the work of sports journalists with reasoning as to their impact on wider society.

**For Pass standard,** learners will make reference to examples of sports journalism from at least two media platforms (from broadcast, print and online) to demonstrate a competent understanding of sports journalism. Learners will provide a detailed account of sports journalism, including references to appropriate examples of conventions, news values and audience appeal. Learners will also explain the legal constraints and ethical responsibilities that affect the work of sports journalists.

#### Learning aims B and C

**For Distinction standard,** learners will provide evidence of comprehensive planning, including the proficient use of secondary research sources to gather relevant content for their sports articles, checking the validity and reliability of sources.

Learners will produce at least two sports articles across more than one media platform (TV, radio, print and/or online) that demonstrate the accomplished use of skills in sports journalism. Learners will create relevant content for sports articles, including conducting interviews to create material that enhances each article. Learners will also show how they reviewed and refined the content they have created.

Learners will edit the content in a way that will appeal to the target audience and that communicates their ideas clearly and coherently. Learners will show a high level of initiative and project management skills when producing the sports articles making good use of feedback from others to improve outcomes.

**For Merit standard,** learners will provide evidence of detailed planning, including the effective use of secondary research sources to gather appropriate content for their sports articles. There will be evidence of some checks on the validity of sources.

Learners will produce at least two sports articles across the same or different media platform (TV, radio, print and/or online) that demonstrate the effective use of skills in sports journalism. Learners will create appropriate content for sports articles, including conducting interviews to create material that is used in each article.

Learners will shape the content in a way that is appropriate for the target audience and that structures and communicates their ideas clearly. Learners will show evidence of project management skills when producing the sports articles and there will be evidence that the learner has improved outcomes through consideration of feedback from others.

**For Pass standard,** learners will provide evidence of planning that shows a consideration of possible interviews, how the content will be organised into an outline plan and project management. Learners will make competent use of secondary research sources to gather some appropriate content for their sports article or articles.

Learners will produce at least one sports article that demonstrates the competent use of skills in sports journalism.

Learners will create content for the sports article, reviewing and combining content in a basic way that will generate some general interest. Learners will export their article an appropriate file format.

### Links to other units

This unit links to:

- Unit 3: Research Project in Sport
- Unit 4: Ethics, Behaviours and Values
- Unit 14: Marketing Communications.

### Employer involvement

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

- workshops with sports journalists
- guest speakers
- support from representatives of sports clubs and organisations to access their sports articles.

### Opportunities to develop transferable employability skills

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- communication
- decision making
- self-direction
- creativity
- integrity.

# Unit 14: Marketing Communications

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners explore the use of marketing communications to enhance the reputation and image of a range of businesses.

## Unit introduction

Marketing professionals use a range of methods to communicate with consumers. Marketing communications is a key component in the overall marketing strategy of an enterprise in order to reach the end goal of boosting awareness or revenue for that business. It is not only commercial businesses that use different forms of marketing communications to reach their customers but other organisations such as charities, tourist boards and government departments that are increasingly implementing a range of marketing communication techniques to achieve their aims and objectives.

In this unit, you will learn about the range of techniques businesses use to communicate with their consumers. These can include advertising, sales promotions, personal selling, direct marketing and public relations (PR) activities. For businesses aiming to achieve a profit, these techniques are used to persuade customers that they want to buy specific products and services. How often have you bought a product purely because of the advertising and excitement surrounding the launch of that product? Probably more than once.

This unit will help you to understand the processes involved in creating a successful marketing communications plan. The skills you develop will help you progress to study PR and marketing in higher education. Alternatively, it can help you progress to employment in PR and marketing agencies or in-house marketing departments.

## Learning aims

In this unit you will:

- A** Explore the purpose of marketing communications in achieving marketing aims and objectives
- B** Investigate marketing communications techniques to raise awareness and boost revenue
- C** Present a marketing communications plan to a client for a specific product or service.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore the purpose of marketing communications in achieving marketing aims and objectives	<b>A1</b> Purpose of marketing communications <b>A2</b> Effective communication <b>A3</b> Choice of media <b>A4</b> Ethical issues	A marketing communication plan that details the purpose of marketing communications in achieving increased awareness and compares the marketing communication techniques used by two contrasting businesses.
<b>B</b> Investigate marketing communications techniques to raise awareness and boost revenue	<b>B1</b> Advertising <b>B2</b> Sales promotion <b>B3</b> Public relations <b>B4</b> Direct marketing <b>B5</b> Personal selling <b>B6</b> Communication tools	
<b>C</b> Present a marketing communications plan to a client for a specific product or service	<b>C1</b> Plan a marketing communications package <b>C2</b> Present a marketing communications package	A presentation to a client containing all elements of the marketing communications plan for a specific product or service, including timelines and costs.

## Content

### Learning aim A: Explore the purpose of marketing communications in achieving marketing aims and objectives

Learners should consider the range of social media/internet (marketing communications) in their own country and how these are used to enhance the reputation and image of a range of businesses in their own countries.

#### A1 Purpose of marketing communications

- Achieving objectives of an overall marketing strategy.
- Raising awareness.
- Reaching new customers.
- Generating sales and revenue.
- Building long-term relationships with customers.
- Providing a consistent message using a coordinated marketing mix.
- Protecting and enhancing brand image.

#### A2 Effective communication

- Information sharing process.
- Removal of barriers to communication.
- Use of AIDA (attention, interest, desire, action) model.
- Choice of fonts, colours, music, images and animation.

#### A3 Choice of media

- Traditional and social media.
- Appropriate to the target market, e.g. geographic and demographic.
- Appropriate to the message.

#### A4 Ethical issues

- Nature of products and services advertised.
- Nature of media used.
- Cultural issues.
- Ethical issues.
- Legal issues, to include laws and regulations regarding types of discrimination, e.g.:
  - equality legislation and misrepresentation
  - consumer rights legislation.

## **Learning aim B: Investigate marketing communications techniques to raise awareness and boost revenue**

Learners will investigate the relevant marketing communication techniques used in their own country and should consider any media restrictions that may exist in the individual country.

### **B1 Advertising**

- Print advertising – newspapers, magazines, journals, brochures, flyers.
- Broadcast advertising – TV, cinema and radio.
- Internet advertising – pop-up messages, banners, social media, pay-per-click, how these have changed media consumption and influenced consumer behaviour.
- Outdoor advertising – billboards, hoardings, electronic screens at events and other prominent locations.
- Covert advertising – a developing trend with methods such as product placement involving no actual advertisement, e.g. a product appearing in a scene in a television programme or on stage.
- Endorsements by famous people, e.g. sports personalities.

### **B2 Sales promotion**

Sales promotion or other relevant international equivalent such as:

- Free samples or gifts.
- Bonus packs, e.g. buy one, get one free (BOGOF).
- Money off coupons.
- Competitions.
- Point of sale materials, e.g. posters, display stands.

### **B3 Public relations**

- Events, e.g. familiarisation trips, corporate hospitality.
- Desktop tours.
- New product launches.
- Media relations, e.g. press office functions, press releases, press briefings, story pitching, e.g. identifying the outline of an article to a journalist.
- Special promotions, including competitions.
- Digital public relations practice, e.g. content development, website monitoring, maintaining social media site presence.

### **B4 Direct marketing**

- Direct mail to named recipients by post.
- Supporting print: catalogues, brochures and flyers.
- Email campaigns to customers.

### **B5 Personal selling**

- Customer lists and databases.
- Telemarketing.
- Face-to-face selling.
- Retail sales.
- Point of sale merchandising.

**B6 Communication tools**

- Website.
- SEO (Search Engine Optimisation).
- Blogging.
- Photos and infographics.
- Videos and podcasts.
- Presentations and ebooks.
- Social media.

**Learning aim C: Present a marketing communications plan to a client for a specific product or service****C1 Plan a marketing communications package**

- Aims and objectives.
- Identifying target market.
- Campaign summary with proposed communication tools.
- Identifying an appropriate marketing communications mix for the plan.
- Allocating resources: physical, financial, staff.
- Identifying constraints: time, budgetary, ethical.

**C2 Present a marketing communications package**

- Types of presentation – internal, external, face to face, online, recorded, group/individual.
- Design of presentation – consideration of audience, content, running time, use of visual aids, use of audio, use of storyboards, use of web pages, script, use of presentation software, links to websites, contingency planning for technical problems.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the purpose of marketing communications in achieving marketing aims and objectives</b>		
<b>A.P1</b> Explain the purpose of marketing communications.	<b>A.M1</b> Assess the importance of effective communication and choice of media in the overall marketing communications strategy of a business.	
<b>A.P2</b> Discuss how ethical and legal issues affect a marketing communications strategy.		
<b>Learning aim B: Investigate marketing communications techniques to raise awareness and boost revenue</b>		
<b>B.P3</b> Explain, using examples, how two contrasting businesses use marketing communications techniques to raise awareness and boost revenue.	<b>B.M2</b> Compare how two contrasting businesses use marketing communications techniques to raise awareness and boost revenue.	<b>A.D1</b> Evaluate the extent to which ethical and legal issues impact on the choice of a marketing communications strategy.
<b>Learning aim C: Present a marketing communications plan to a client for a specific product or service</b>		<b>B.D2</b> Evaluate the success of the marketing communications strategies used by two contrasting businesses.
<b>C.P4</b> Develop a marketing communications plan for a product or service to meet the needs of a client.	<b>C.M3</b> Present a fully justified, professional marketing communications plan, taking into account constraints, resources and target audience.	<b>C.D3</b> Evaluate the extent to which the proposed marketing communications plan meets the needs of the client.
<b>C.P5</b> Demonstrate, using an appropriate method, the ability to present an original, creative marketing communications plan.		



## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to computers and presentation resources.

### Essential information for assessment decisions

#### Learning aims A and B

**For Distinction standard,** learners will produce a detailed, clearly researched report that demonstrates a thorough understanding of the importance of marketing communications for a range of different businesses that need to raise awareness and boost revenue. The report will show that learners have extensively considered the impact of effective communication. In the report, learners will compare the techniques used by contrasting businesses (this could be a private sector business and a charity) and evaluate the effectiveness of the strategies used, taking into account the impact of any ethical issues identified in the strategies.

**For Merit standard,** learners will produce a detailed report that demonstrates a good understanding of the importance of marketing communications for a range of different businesses that need to raise public awareness and boost revenue. The report will show that learners have considered, in some detail, the impact of effective communication and the choice of media. In the report, learners will compare the techniques used by contrasting businesses and identify any ethical issues that may impact on the overall strategy.

**For Pass standard,** learners will produce a report that demonstrates an understanding of the importance of marketing communications for a range of different businesses that need to raise public awareness and boost revenue. The report will show that learners have considered the impact of effective marketing communications and the choice of media. The report will explain how contrasting businesses use a range of different communication techniques to raise public awareness and boost revenue.

#### Learning aim C

**For Distinction standard,** learners will produce a fully justified marketing communications plan. The plan will show that they have taken into account the aims and objectives of the marketing communications, the target audience, the budget within which they are working, the resources available and any constraints such as time and ethical constraints. Learners will produce a presentation for an audience and an evaluation, showing how the marketing communications plan would meet the needs of the target audience.

**For Merit standard,** learners will present a fully justified marketing communications plan. The plan will show that they have taken into account the aims and objectives of the marketing communications, the target audience, the budget within which they are working, the resources available and any constraints such as time and ethical constraints. The plan will meet the needs of the client. Learners will present their plan to an audience.

**For Pass standard,** learners will produce a marketing communications plan. The plan will show that they have taken into account the aims and objectives of the marketing communications, the target audience, the budget within which they are working, the resources available and any constraints such as time and ethical constraints. The plan will meet the needs of the client. Learners will present their plan to an audience.

### **Links to other units**

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 3: Research Project in Sport
- Unit 30: Organising Events in Sport and Physical Activities.

### **Employer involvement**

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

- guest speakers
- participation in audience assessment of presentations
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- own business materials as exemplars
- support from local business staff as mentors.

### **Opportunities to develop transferable employability skills**

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- written communication
- verbal communication
- business plans
- comparison and evaluative skills.



# Unit 15: Developing Coaching Skills

Level: 3

Unit type: **Internal**

Guided learning hours: 180

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## Unit in brief

Learners will develop knowledge and skills to assist in the improvement of others' skills, techniques and tactics for performance across a range of sports.

## Unit introduction

As an assistant coach you will play an essential part in improving the performance of athletes, sports and activity leisure performers and participants. Sports coaches have many varying aspects to consider within the coaching environment and as part of a wider team. The development of knowledge and practical skills are vastly different across coaching disciplines. The role of an assistant coach will assist and ensure the highest standard of coaching is possible to achieve.

In this unit you will develop an understanding of the requirements and put into practice assistant coaching skills. You will explore the skills, roles and responsibilities and how industry legislation and guidelines relate to assistant coaching practice. You will then explore the different methods to improve skills, techniques and tactics to improve performance. You will then plan and prepare a coaching session which you will deliver under the supervision of a qualified coach. You will reflect and evaluate the effectiveness of your delivery, to produce a development plan for future practice. You will then use this development plan to prepare, plan and deliver a series of coaching sessions under the supervision of a qualified coach.

This unit will help you to progress to employment in coaching and education sectors. The unit will also help you to progress to further study in higher education or onto professional qualifications in sports coaching, physical education or sports management.

## Learning aims

In this unit you will:

- A** Explore the responsibilities of an assistant coach
- B** Prepare sport and activity sessions
- C** Explore and develop assistant coaching skills
- D** Review sport and activity sessions as an assistant coach.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore the responsibilities of an assistant coach	<b>A1</b> Assistant coaching roles <b>A2</b> Assistant coaching responsibilities <b>A3</b> Legislation and guidelines <b>A4</b> Policies and procedures	Training booklet for potential assistant coaches.
<b>B</b> Prepare sport and activity sessions	<b>B1</b> Theories of coaching and learning <b>B2</b> Planning for participation <b>B3</b> Preparing the environment and participants	Rationale and records of preparation and management of facilities and equipment.
<b>C</b> Explore and develop assistant coaching skills	<b>C1</b> Assistant coaching skills <b>C2</b> Delivering sport and activity sessions under supervision	Records of delivery of a series of assistant coaching sessions, supported by video recordings.
<b>D</b> Review sport and activity sessions as an assistant coach	<b>D1</b> Personal development through review	Reflective log with details of development and actions taken.

## Content

### Learning aim A: Explore the responsibilities of an assistant coach

Learners need to understand the roles and responsibilities of an assistant coach. This includes current legislation involved in the different roles.

#### A1 Assistant coaching roles

- Organisational structure:
  - organisational aims and objectives
  - vision, mission and goals
  - products and offer
  - impact of coaching on participants and communities
  - roles and responsibilities of colleagues.
- Role in organisation:
  - personal responsibilities and contribution
  - role as part of the wider coaching team
  - codes of conduct
  - personal goals and motivation
  - supervision
  - lines of reporting and recording information
  - impact of role on participant experience.

#### A2 Assistant coaching responsibilities

- Responsibilities within a coaching team and the impact on participants and community, e.g.:
  - customer service standards:
    - professional presentation
    - being approachable
    - participant engagement
    - participant retention
  - knowledge of participants:
    - motivation
    - personal background
    - health background (medical, physical and mental)
    - participant expectations
  - professional conduct, e.g.:
    - participant focus
    - respectful of participants and others
    - positive and empowering
    - role model
    - honesty and integrity
    - equality and diversity
    - duty of care
    - working within the scope of practice and responsibilities
    - develop skills and techniques
    - work in line with organisational policies and procedures
    - CPD.

### **A3 Legislation and guidelines**

- Appropriate guidelines for the country including keeping children safe.
- Key international legislation appropriate for any international work, e.g. checks to work with children and vulnerable adults.
- Relevant data protection measures.
- Key sporting association guidelines, e.g. FIFA, IOC.
- First aid regulations.
- Health and safety guidelines.

### **A4 Policies and procedures**

- Policies and procedures including:
  - risk assessment and risk management
  - admissions policy
  - equality and diversity
  - dismantling, storage and ensuring the safety of equipment (servicing and maintenance)
  - manual handling
  - personal protective equipment.
- Organisational policies and procedures:
  - normal operating plan (NOP)
  - emergency action plans (EAP).

## **Learning aim B: Prepare sport and activity sessions**

### **B1 Theories of coaching and learning**

- Participant journey.
- Leadership styles:
  - autocratic
  - democratic
  - laissez-faire.
- Coaching and learning theories:
  - classical conditioning
  - operant conditioning
  - observational learning
  - Thorndike's law.
- Methods to assess progress:
  - coach assessment
  - self-assessment
  - peer assessment
  - observation
  - performance profiling
  - statistical performance analysis.
- Classification of practice to improve skills and techniques:
  - open/closed
  - gross/fine
  - simple/complex
  - discrete/serial/continuous.



**B2 Planning for participation**

- Sources of and types of information to inform planning and preparation.
- Review participant and group needs:
  - age
  - gender
  - level of ability
  - previous experience levels of fitness
  - medical history
  - welfare needs and any disability
  - religious considerations (clothing that needs to be worn etc).
- Interpret and understand the content of coaching session plans to inform session delivery:
  - aims and objectives
  - progressive SMART (specific, measurable, achievable, realistic, time-bound) targets linked to overall aims and objectives
  - activities (timings/sequences/durations/intensities) related to participant/group needs
  - resources/equipment requirements
  - differentiation and stretch and challenge
  - coaching methods to develop participant performance: connection, confidence, concentration, motivation, emotional control, cohesion
  - build social support and inclusion within session
  - contingency planning based on risk assessments
  - opportunities to refer participants where needs cannot be met.

**B3 Preparing the environment and participants**

- Environment and equipment:
  - prepare effectively for activity sessions
  - delivering under supervision and supporting coach and services
  - dismantling, storing and maintaining equipment
  - maintaining health and safety
  - legal obligations: child protection, safeguarding, and insurance
  - space clearly identified
  - appropriate space
  - facility check, e.g. clean surfaces, tidy area, fire exits clear
  - types of equipment, e.g. simple, complex, powered
  - environment is checked and safe.
- Preparing participants:
  - welcome
  - punctuality and attendance
  - aims/goals
  - check readiness
  - ensure participants have the correct clothing
  - establish rules
  - ensure welfare needs met.

- In line with organisational and legislative policies and procedures, e.g. personal protective equipment (PPE), normal operating plans (NOP), emergency action plans (EAP), risk assessment, safeguarding policies and procedures.

## **Learning aim C: Explore and develop assistant coaching skills**

### **C1 Assistant coaching skills**

- Communication:
  - observation/non-verbal techniques/body language
  - open/closed questioning
  - active listening
  - adapt to meet participant needs, e.g. culture, background, experience level, age.
- Rapport building.
- Time management.
- Team work.
- Organisation.
- Analysis and interpretation of information.
- Planning and preparation of activity sessions.
- Ensure participant enjoyment and retention.
- Manage participant behaviour and conflict.
- Give effective feedback using the feedback cycle.
- Obtain feedback from participants.

### **C2 Delivering sport and activity sessions under supervision**

- Delivery:
  - revise plans if appropriate
  - warm-up such as pulse raiser, mobility, dynamic movement, stretching and skill rehearsal
  - main content to include skills and technical development
  - effective demonstration
  - revisiting goals with participants to check progress
  - ensure inclusivity and adapt sessions to meet individual participant needs
  - observe and analyse participant's performance
  - cool-down
  - advice on future sessions
  - dismantle and removal of equipment.
- Assistant coach role:
  - professional behaviour, e.g. dress, punctuality
  - apply customer service skills, such as problem solving, discretion, imitative, influencing teamwork, suitable language
  - apply coaching styles and methods
  - apply learning theories to support personalised learning:
    - manage pace
    - manage hazards and risks
    - use appropriate communication (verbal, non-verbal, written communication)
    - comply with legal and organisational responsibilities, e.g. duty of care, reporting welfare concerns, emergency and normal operating procedures

- provide formative feedback to participants:
  - provide technically correct explanations and demonstrations
  - corrections made during session
  - reinforcement
  - reward
  - non-judgemental
  - honest and empowering.

## **Learning aim D: Review sport and activity sessions as an assistant coach**

### **D1 Personal development through review**

- Sources of feedback:
  - participant, coach, peers, colleagues, self-review
  - questionnaires
  - comment cards
  - 1 to 1.
- Review of session:
  - purpose, administration and information required for valid review
  - factors impacting reflective practice
  - identifying strengths and areas for improvement:
    - practical delivery
    - planning and preparation
    - professionalism
    - use of coaching styles and techniques.
- Professional development:
  - development plan (intent, implementation and impact)
  - activities available for development
  - various levels of NGB course
  - mentor development
  - self-reflection.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the responsibilities of an assistant coach</b>		<b>A.D1</b> Evaluate how legislative factors impact the roles and responsibilities of an assistant coach to support a positive coaching environment.
<p><b>A.P1</b> Explain the roles and responsibilities of an assistant coach.</p> <p><b>A.P2</b> Describe how current and relevant industry legislation, guidelines, organisational policies and procedures impact on good practice.</p>	<p><b>A.M1</b> Assess responsibilities and legislation related to an assistant coach and how they can support a coaching team and good practice.</p>	
<b>Learning aim B: Prepare sport and activity sessions</b>		<b>BC.D2</b> Accomplished planning and preparation for sport and activity session with a secure application of skills, in delivering sport and activity sessions with a secure awareness of theories of learning and coaching.
<p><b>B.P3</b> Plan for activity sessions.</p> <p><b>B.P4</b> Prepare facilities and equipment applying guidelines and regulations consistently.</p>	<p><b>B.M2</b> Demonstrate effective preparation for sport and activity sessions with detailed consideration of participants needs.</p>	
<b>Learning aim C: Explore and develop assistant coaching skills</b>		
<p><b>C.P5</b> Demonstrate competent assistant coaching skills, in delivering sport and activity sessions.</p> <p><b>C.P6</b> Apply basic theories of learning and coaching.</p>	<p><b>C.M3</b> Apply assistant coaching skills and theories of learning and coaching effectively in delivering sport and activity sessions.</p>	
<b>Learning aim D: Review sport and activity sessions as an assistant coach</b>		<b>D.D3</b> Evaluate own performance in the planning, preparation and delivery of sport and activity sessions, perceptively identifying and justifying suggestions for improvement.
<p><b>D.P7</b> Review own performance, reflecting on the planning, and delivery of the session.</p> <p><b>D.P8</b> Reflect on relevant areas for improvement.</p>	<p><b>D.M4</b> Assess own performance in the planning, preparation and delivery of sport and activity sessions, reflecting on strengths and areas for development and making sound suggestions for improvement.</p>	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2)

Learning aim: D (D.P7, D.P8, D.M4, D.D3)

## Further information for teachers and assessors

For this unit, learners must have access to:

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

Sufficient time must be given between the first and last session in order for assessment to demonstrate improvements in practice.

### Essential information for assessment decisions

Employers have stipulated that all practical assessment must be conducted in a **real-world environment**. This, where possible, should be in the workplace **'on the job' at work**, or in a situation that is as close as possible to this, in order to replicate a working environment. For example, where appropriate an acceptable scenario is that you could use a different cohort of learners for practical assessment. This can also be covered within a work placement.

The assessment should be conducted with **'real clients/participants'** and not with peers. A real client/participant is someone who is, in the best case, a member of the club/facility or the equivalent for self-employed trainees.

The **real client/participant** must not:

- work at the same facility as the candidate
- be related to the candidate, i.e. a spouse, partner, stepparent, brother or sister, etc
- be enrolled on the same qualification as the trainee at the same time
- be a close friend.

### If you are unable to use real clients/participants:

There are situations where using a real client/participant is untenable. If there are any other circumstances for real clients/participants not being used this should be agreed upon with the Awarding Organisation and evidence provided.

## Learning aim A

**For Distinction standard**, learners will comprehensively review all aspects of the assistant coach role and reach conclusions about how these can impact the wider coaching team. They will consider how the assistant coach's responsibilities and attributes can support the wider team to positively affect the different participant's development of skills, roles and responsibilities. Learners will carry out a review of current industry legislation and discuss its impact on delivering a programme of coaching. Learners should make links to relevant topics such as facilities guidelines and social media procedures to demonstrate their understanding of current industry guidelines.

**For Merit standard**, learners will examine the roles and responsibilities of an assistant coach and how they can work effectively as part of a wider coaching team. Learners will consider roles and responsibilities and give examples of coaching situations to show how an assistant coach can effectively support the main coaching team. They will make judgments on how an assistant coach works effectively with the wider team to positively affect the overall development of participants. They will analyse current industry legislation and how it should be considered when delivering a programme of coaching. Learners should make links to topics such as facilities guidelines and social media procedures to demonstrate their understanding of current industry guidelines.

**For Pass standard**, learners will provide some details on the key roles and responsibilities of an assistant coach and give examples of when these will be used in a coaching environment. Learners will give clear examples to show how an assistant coach must work as part of a wider coaching team to enable the participants to meet their goals. They will cover details of current legislation that will affect their coaching. Learners will also give an account of current industry guidelines in their chosen sport and consider how these may impact on their session delivery or the coaching environment.

### Learning aims B and C

**For Distinction standard**, learners will deliver safe and accomplished physical activity sessions, across a minimum of three different sports activities. These can be part of a progressive/developmental programme or as stand-alone coaching sessions. The sessions will accurately and sensitively respond to the needs of the group and should show proficient use of coaching and learning theory to support participant development. The planning and preparation will be in depth and well developed in response to participant's needs and intentions of the sessions.

**For Merit standard**, learners will deliver safe and effective physical activity sessions, across a minimum of three different sports activities. These can be part of a progressive/developmental programme or stand-alone coaching sessions. Learners will show a detailed and secure awareness of legislation, responsibilities and guidelines to be able to collect, record, interpret and use participant data to inform planning and preparation for sessions. They will be able to implement normal and emergency operating procedures appropriately to analyse potential risks and hazards and deal with these safely and effectively. They will apply developed assistant coaching skills and theories to ensure a positive experience for participants.

**For Pass standard**, learners will deliver safe and competent physical activity sessions, across a minimum of three different sports activities. These can be part of a progressive/developmental programme or stand-alone coaching sessions. Learners will show awareness of legislation, responsibilities and guidelines to be able to collect, record, interpret and use participant data to inform planning and preparation for sessions. Learners will manage the preparation of facilities and equipment for sessions following the sessions plans. They will perform assistant coach duties competently along guidelines, ensuring safety and inclusion and applying basic theories of learning to support their practice.

### Learning aim D

**For Distinction standard**, learners will critically assess on their own performance for assistant coach in relation to each aspect of their responsibilities. They will inform their assessment with reflective practice and consider valid and reliable evidence on their contributions to activity sessions. They will provide pertinent and valuable points for improvement.

**For Merit standard**, learners will coherently assess their own planning, preparation and delivery of coaching and activity sessions. They will cover most aspects of their practice in some detail and show balanced reflective practice when considering areas for development and improvement, with relevant examples and aims.

**For Pass standard**, learners will consider general and appropriate aspects of their planning, preparation and delivery of sessions. They will have some insight into the impact of their own performance as assistant coaches on the development and experience of participants. They will provide some adequate suggestions for improvement, but not all of these will be clearly aligned with their performance.

### **Links to other units**

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 2: Careers in the Sport and Active Leisure Industry
- Unit 16: Applied Coaching Skills
- Unit 29: Technical and Tactical Skills in Sport
- Unit 35: Practical Sports Performance.

### **Employer involvement**

Centres can involve employers in the delivery of this unit if there are local opportunities to do so.

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

- links with local coaching professionals, local sports clubs and schools
- guest speakers
- development of assessment materials in partnership with coaching and sport professionals.

### **Opportunities to develop transferable employability skills**

Besides the specialist subject knowledge gained through the study of this unit, learners will also have the opportunity to develop transferable employability skills:

- organisational
- problem solving
- communication
- critical thinking
- initiative and enterprise.



# Unit 16: Applied Coaching Skills

Level: 3

Unit type: **Internal**

Guided learning hours: 180

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## Unit in brief

Learners will develop a coaching programme to improve performance at all levels and for multi-sports.

## Unit introduction

The major goal of any sports coach is to maximise the performance potential of individuals or teams, enabling athletes to achieve levels of performance that may not have been possible if left to their own endeavours. The role of the coach can be complex and involved, yet exciting and rewarding. At any one time coaches fulfil many different roles, making a valuable contribution to sports in a diverse range of disciplines.

In this unit you will assess participant profiles and needs in order to inform bespoke coaching programmes. You will prepare the wider coaching team and support staff and plan a coaching programme informed with analysis. You will enable the programme through coaching, leadership and feedback, monitoring progress and making relevant adaptations.

This unit will help you to progress to employment in the coaching profession. The unit will also help you to progress to further study in higher education or to professional qualifications within any aspect of coaching.

## Learning aims

In this unit you will:

- A** Assess participant needs for a coaching programme
- B** Plan a sport coaching programme
- C** Lead a coaching programme
- D** Monitor progress and adapt the programme.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Assess participant needs for a coaching programme	<b>A1</b> Needs of participants <b>A2</b> Profiling	Learners produce participant case files, aligned with goals and bespoke coaching plans.
<b>B</b> Plan a sport coaching programme	<b>B1</b> Preparing the coaching team <b>B2</b> Planning a coaching programme <b>B3</b> Planning individual coaching sessions	
<b>C</b> Lead a coaching programme	<b>C1</b> Leading a coaching programme <b>C2</b> Feedback techniques and cycle <b>C3</b> Leadership	Learners record progress of participants and adaptations of programme in a progress log, supported by records of coaching sessions.
<b>D</b> Monitor progress and adapt the programme	<b>D1</b> Monitor participant progress <b>D2</b> Monitoring and adapting the programme	

## Content

### Learning aim A: Assess participant needs for a coaching programme

#### A1 Needs of participants

- Type of sport.
- Barriers to participation.
- Participant type.
- Participant needs:
  - psychology, behaviours, mind-set, well being
  - tactical or technical performance
  - fitness
  - health and medical
  - expectations, motivation and career
  - special equipment and facilities.

#### A2 Profiling

- Interpret participant data:
  - demographic
  - personality
  - history
  - ambition, career aim, achievements.
- Tests and assessment:
  - performance profiling (technical and tactical)
  - physical profiling
  - psychological profiling
  - nutrition and lifestyle.
- Recording and storing personal information safely.
- Assessing in line with legislation, rules and regulation.
- Referral processes where skills cannot meet participant needs.

### Learning aim B: Plan a sport and coaching programme

#### B1 Preparing the coaching team for coaching

- Legal and organisation requirements of support staff.
- Briefing assistants and support staff.

#### B2 Planning a coaching programme

- Type of programme:
  - individual/squad
  - periodisation: macro/meso/micro
  - phases: recreation, competition and training cycles and periodisation
  - personal motivations.

- Programme:
  - goals: short, medium, long
  - coaching method and style
  - schedule
  - communication of programme, e.g. social media
  - non-session coaching:
    - nutrition, lifestyle, welfare, psychology, media, career
    - performance, preparation, leadership
    - schedule: one-to-one, reviews, assessments, wider stakeholders.

### **B3 Planning individual coaching sessions**

- Session plans:
  - aims and objectives
  - resources, equipment and facilities
  - use of technology
  - timings and duration
  - health and safety
  - differentiation
  - pre-session preparation
  - components for physical fitness or skill-related fitness:
    - warm-up
    - main activities: skill introduction, skill development, game plan
    - cool-down: value and purpose
    - feedback.

## **Learning aim C: Lead a coaching programme**

### **C1 Leading a coaching programme**

- Practice:
  - personal protective equipment (PPE)
  - normal operating plans (NOP)
  - emergency action plans (EAP)
  - risk assessment and management
  - safeguarding policies and procedures.
- Leading key components:
  - warm-up
  - main activities
  - cool-down.
- Application of coaching:
  - personal philosophy and intentions
  - communication adapted for different needs and participants – verbal, non-verbal, active listening, open/closed questioning
  - personal attributes: motivation, appearance, humour, personality, punctuality, courtesy, being inclusive, problem solving, role model, accessible
  - application of coaching and learning theories
  - behaviour management: recognising conflict, conflict management techniques
  - rapport
  - influencing and using discretion

- adapting sessions, in response to dynamic risk assessment
- providing future session information
- observation
- problem solving
- analysing
- demonstration:
  - practical
  - describing, visualising, explaining
  - applying
  - confirming instructions.

## **C2 Feedback techniques and cycle**

- Corrective feedback/reinforcing feedback.
- Explanation of impact.
- Feedback on performance, behaviour, preparation and leadership.
- Asking instead of telling.
- Constructive and non-judgemental.
- Feedback skills: calm, generous listening, concrete examples.
- Allowing for mistakes.
- Detailed.
- Focused on desired behaviours.
- Feedback loop or model.
- Ask-tell-ask techniques.
- Connecting concepts: past, present, future.
- Relevance:
  - instantaneous
  - timely
  - face to face.

## **C3 Leadership**

- Working with assistants and support staff:
  - use of leadership styles
  - delegating roles and responsibilities
  - duty of care
  - monitoring progress on tasks
  - instruction and management
  - instruct on best practice
  - sources of support.
- Working with wider stakeholders:
  - parent/carer
  - welfare officer.

## **Learning aim D: Monitor progress and adapt the programme**

### **D1 Monitoring participant progress**

- Against aims and objectives.
- Progress of individual participants.
- Feedback on progress from others on participants.
- Data and statistics analytics.
- Use of technology.

### **D2 Monitoring and adapting the programme**

- Collecting and using feedback to inform personal coaching.
- Sessions and non-sessions progress.
- Progression and performance data.
- Internal and external measures.
- Ongoing issues.
- Wider opportunities.
- Adaptation of programme.
- CPD opportunities and sources of support.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Assess participant needs for a coaching programme</b>		<b>AB.D1</b> Develop a strategic coaching programme covering sessions and non-session support based on a comprehensive evaluation of participants needs.
<b>A.P1</b> Produce a coherent profile of participant pre-programme performance.	<b>A.M1</b> Make a detailed assessment and relevant profile of participants pre-programme performance and wider needs.	
<b>A.P2</b> Outline the participants needs.		
<b>Learning aim B: Plan a sport coaching programme</b>		
<b>B.P3</b> Develop a competent and appropriate coaching programme with sessions and non-session support.	<b>B.M2</b> Develop an effective coaching programme with sessions and non-session support, based on clear assessment of participants needs.	
<b>B.P4</b> Prepare the coaching team and support staff for the coaching programme.		
<b>Learning aim C: Lead a coaching programme</b>		<b>C.D2</b> Demonstrate accomplished coaching skills and leadership.
<b>C.P5</b> Demonstrate competent coaching skills and leadership.	<b>C.M3</b> Demonstrate effective coaching skills and leadership.	
<b>C.P6</b> Explore techniques for improving performance through feedback.	<b>C.M4</b> Provide relevant and effective developmental feedback to participants based on consistent monitoring and assessment of progress.	
<b>C.P7</b> Apply legal, ethical and regulatory standards when coaching participants to ensure a safe and positive experience.		
<b>Learning aim D: Monitor progress and adapt the programme</b>		<b>D.D3</b> Provide proficient developmental feedback to participants based on assured and consistent monitoring and evaluation of progress.
<b>D.P8</b> Record and assess progress of participants and impact of programme.	<b>D.M5</b> Make detailed assessments of progress and take corrective actions or value adding opportunities with the coaching programme.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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, AB.D1)

Learning aims: C and D (C.P5, C.P6, C.P7, D.P8, C.M3, C.M4, D.M5, C.D2, D.D3)



## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to a range of sports facilities and equipment required for the activities they will be leading. They will also require access to recording/photographic equipment in order to provide evidence to satisfy practical criteria.

### Essential information for assessment decisions

Employers have stipulated that all practical assessment must:

Be conducted in a **real-world environment**. This, where possible, should be in the workplace **on the job at work**, or in a situation that is as close as possible to this, in order to replicate a working environment. For example, where appropriate an acceptable scenario is that you could use a different cohort of learners for practical assessment. This can also be covered within a work placement.

The assessment should be conducted with **real clients/participants** and not with peers. A real client/participant is someone who is, in the best case, a member of the club/facility or the equivalent for self-employed trainees.

The **real client/participant** must not:

- work at the same facility as the candidate
- be related to the candidate, i.e. a spouse, partner, stepparent, brother or sister, etc
- be enrolled on the same qualification as the trainee at the same time
- be a close friend.

#### **If you are unable to use real clients/participants:**

There are situations where using a real client/participant is untenable. If there are any other circumstances for real clients/participants not being used this should be agreed upon with the Awarding Organisation and evidence provided.

### Learning aims A and B

**For Distinction standard**, learners will employ thorough and sophisticated methods for determining the needs of participants in relation to their physical, tactical and technical performance. They will combine this with a sensitive assessment of participant's wider needs including psychology, nutrition and lifestyle. They will use this information to confidently and accurately inform a targeted and developmental coaching programme that demonstrates clear application of coaching methodology. Learners will take a leadership role in preparing the coaching team and support staff for the coaching programme.

**For Merit standard**, learners will make a logical and accurate assessment of participant's physical, tactical and technical performance prior to the start of the programme in order to determine their needs. They will also effectively consider the type of sport or activity the participants are engaging with and some of their wider needs. Learners will use most of this information in developing an assured coaching programme that includes detailed session plans and non-session support.

Learners will prepare the coaching team and support staff for the coaching programme by sharing materials and checking information and instructions are understood.

**For Pass standard**, learners will make an appropriate assessment of participant's general pre-programme performance that is mostly connected to the sport or activity required, using basic methods. They will describe the participants' needs covering the physical, technical and tactical performance and some wider details on lifestyle and aspirations. Learners will develop a straightforward coaching programme that covers session plans that adhere to guidelines appropriately. They will also outline some non-session support on wider lifestyle. Learners will prepare the coaching team and support staff for the coaching programme by sharing materials and communicating instructions.

### Learning aims C and D

**For Distinction standard**, learners will fully engage with their role as a coach, balancing individual and personal needs with empathy and sensitivity to support participants' progression. They will show confident leadership for participant and the wider coaching team. They will use coaching skills dynamically throughout the programme that are clearly informed by participant's profiles and learning and coaching theories. Feedback to participants will be consistently developmental, using skilful feedback techniques. The feedback will be based on perceptive analysis and consideration of opportunities for progression and improvement. The programme will apply legal ethical and regulatory standards.

**For Merit standard**, learners will perform the responsibilities of a coach and demonstrate coaching skills and leadership confidently for both in session and non-session support. They will provide effective guidance and support based on assessment of participants progress and personal profiles. The feedback will be focused and clearly informed by the monitoring and assessment of participant's performance. Learners will make accurate and broad assessments of their own implementation of the programme with some opportunities to take corrective actions or value adding, such as differentiation. The programme will apply legal, ethical and regulatory standards.

**For Pass standard**, learners will demonstrate sufficient and adequate coaching skills during sessions, ensuring the programme operates within all legal, ethical and regulatory standards. They will show competent feedback and coaching techniques for improving participants' fitness, tactical and technical performance, with some emerging impact on wider non-session coaching. Learners will adequately record most progress against targets and aims of sessions, making some relevant assessment of the impact of the programme.

### Links to other units

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 2: Careers in the Sport and Active Leisure Industry
- Unit 15: Developing Coaching Skills
- Unit 27: Sports Psychology
- Unit 29: Technical and Tactical Skills in Sport

## **Employer involvement**

Centres can involve employers in the delivery of this unit if there are local opportunities to do so.

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

- links with local coaching professionals, local sports clubs and schools
- guest speakers
- development of assessment materials in partnership with coaching and sport professionals.

## **Opportunities to develop transferable employability skills**

Besides the specialist subject knowledge gained through the study of this unit, learners will also have the opportunity to develop transferable employability skills:

- organisational
- problem solving
- communication
- critical thinking
- initiative and enterprise.



# Unit 17: Inclusive Coaching

Level: 3

Unit type: Internal

Guided learning hours: 60

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## Unit in brief

The aim of this unit is to provide learners with an understanding of coaching different target groups within the community and to provide adaptations to coaching sessions to ensure everyone is included fully.

## Unit introduction

Inclusive coaching is essential for the equitable delivery of any coaching session. Inclusion is simply about respecting and appreciating all members of our communities, regardless of their characteristics (ability, gender, age, sexuality, ethnicity or religion). In coaching we must allow all participants access to the sessions we provide. This unit will explore the underpinning knowledge to adapt physical practice for all.

To understand the target groups identified in sport, we also need to understand differing levels of participation. Athletes can require more access to coaching at the beginner's level right through to international and professional sport. You will need to identify the barriers to participation for each target group and link these to methods you could employ to reduce barriers for different groups.

Coaching is all about practical implementation, so the final aspect of the unit will require you to devise an inclusive coaching session that could be delivered to a specific target group. You will plan to meet the needs of the group and then justify the coaching style you would adopt to work with the chosen group. This could range from an Under 8's beginners Boccia session to a women's elite football academy tactical session.

This unit will help you to progress to employment in coaching, health, sports development and education. The unit will also help you to progress to further study in higher education or professional qualifications in coaching, sports development and health promotion.

## Learning aims

In this unit you will:

- A** Examine key concepts for inclusive coaching
- B** Explore barriers to participation and methods of reducing barriers
- C** Prepare sport sessions for inclusive coaching.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Examine key concepts for inclusive coaching	<b>A1</b> Target groups for inclusive coaching <b>A2</b> Levels of participation <b>A3</b> Providers of sport <b>A4</b> International organisations responsible for ensuring inclusive practise	<p>A presentation evaluating the different target groups that require consideration for inclusive coaching and their potential levels of participation. The presentation should also examine the providers of sport and organisations that are responsible for ensuring inclusion within sport.</p> <p>The presentation should also evaluate the barriers to participation for individuals from different targets groups, providing effective methods of reducing those barriers.</p>
<b>B</b> Explore barriers to participation and methods of reducing barriers	<b>B1</b> Barriers to participation <b>B2</b> Methods of reducing barriers to participation	
<b>C</b> Prepare sport sessions for inclusive coaching	<b>C1</b> Planning for inclusive coaching sessions <b>C2</b> Adaptations for inclusive coaching <b>C3</b> Leadership styles and suitability for different groups <b>C4</b> Application of coaching style	<p>A session plan and justification that outlines suitable activities for a chosen target group and a style of coaching that would be appropriate for the group</p>

## Content

### Learning aim A: Examine key concepts for inclusive coaching

#### A1 Target groups for inclusive coaching

Groups of people that have been identified as having lower participation levels than others groups in society, and would therefore benefit from additional support to increase their activity levels. This list is not exhaustive and will change depending on the demographics of the local community and from country to country.

- Women.
- Young people.
- People over 50.
- People with disabilities.
- Black, Asian and minority ethnic groups (BAMEs).
- LGBTQ+.

#### A2 Levels of participation

- Levels of participation:
  - beginner – being introduced to basic skills and techniques
  - intermediate – being coached to develop skills, techniques and tactics
  - advanced – being coached for advanced skill and techniques development and tactical awareness.
- Characteristics of participants at different levels:
  - motivation to play
  - attention span
  - coordination
  - motor skills
  - decision-making ability
  - use of a combination of skills
  - understanding of technical and tactical information
  - mobility levels
  - health status and medical considerations.

#### A3 Providers of sport

- Public sector:
  - local government departments.
- Health providers
  - national government projects/initiatives.
- Private sector:
  - private businesses that operate to make a profit.
- Elite sport academies
  - established by elite sport teams to identify talent and develop future athletes, e.g. Liverpool Football Clubs Academy.
- Voluntary sector:
  - sports clubs that have an interest in certain sports
  - volunteers work for free or for expenses.

- Characteristics of different providers:
  - funding source
  - aims and objectives of provision
  - quality of provision
  - levels of training/qualifications of coaching staff
  - accessibility.

#### **A4 International organisations responsible for ensuring inclusive practice**

These organisations monitor sport (nationally and internationally), to identify and eradicate any practices that exclude certain target groups. This could be through education, sanctions or policy change.

- International Paralympic Committee (IPC).
- International Olympic Committee (IOC).
- World Health Organisation.
- National Governing Bodies of sport.
- International Governing Bodies of sport.
- International Federation of Adapted Physical Activity.

### **Learning aim B: Explore barriers to participation and methods of reducing barriers**

#### **B1 Barriers to participation**

- Cultural:
  - diversity
  - ethnic differences
  - cultural expectations.
- Social:
  - family commitments
  - access to facilities
  - community cohesion.
- Personal:
  - lack of self-confidence
  - body image
  - suitability of clothing and equipment for specific groups.
- Economic:
  - financial considerations
  - cost of activities
  - purchasing equipment and sportswear.
- Historical:
  - stereotypes of male/female sports
  - male/female role in society.
- Educational:
  - experience of physical education at school
  - lack of role models
  - experience of physical education and sport.



## **B2 Methods of reducing barriers to participation**

- Financial
  - subsidise the cost of activities for certain target groups
  - partnerships with transport providers
  - providing child care facilities.
- Personal
  - risk assessment of facility to ensure personal safety has been considered
  - individual changing rooms
  - one-to-one discussion with participant to ascertain needs
  - role models
  - using coaches from the same community or target group
  - positive media imagery
  - due consideration for religious festivals and the impact on sporting activity
  - mentoring or buddy systems
  - challenging discrimination and inappropriate behaviour.
- Organisational.
- Equal prize funds or equality in prize distribution
  - reserving pitch/court time for target groups at peak times to allow access to minority groups
  - codes of conduct
  - coach screening process
  - working with International organisations
  - policy, e.g. Liverpool Football Clubs 'Red Together Equality, Diversity and Inclusive approach'.

## **Learning aim C: Prepare sport sessions for inclusive coaching**

### **C1 Planning for inclusive coaching sessions**

- Sources of and types of information to inform planning and preparation.
- Review participant and group characteristics:
  - age
  - gender
  - level of ability
  - previous experience
  - levels of fitness
  - medical history
  - welfare needs and any disability
  - religious considerations (clothing that needs to be worn etc).
- Interpret and understand the content of coaching session plans to inform session delivery:
  - aims and objectives
  - progressive SMART (specific, measurable, achievable, realistic, time-bound) targets linked to overall aims and objectives
  - activities (timings/sequences/durations/intensities) related to participant/group needs
  - resources/equipment requirements
  - differentiation to stretch and challenge
  - coaching methods to develop participant performance: connection, confidence, concentration, motivation, emotional control, cohesion
  - build social support and inclusion within session
  - opportunities to refer participants where needs cannot be met.

**C2 Adaptations for inclusive coaching**

- Size of area.
- Equipment – size, specificity, technicality, visual aids.
- Style of delivery.
- Communication strategies.
- Ensuring welfare needs are met.
- Use of technology.

**C3 Leadership styles and suitability for different groups**

- Leadership styles:
  - autocratic
  - democratic
  - laissez-faire.
- Factors to consider when choosing a leadership style:
  - ability of the group – giving more able players the ability to make their own decisions
  - control – judging how much control the group need to make the session effective and safe
  - knowledge of the sport – considering how much information the participants are bringing to the session and how it can be used to enhance the session
  - information delivery – ensuring technical content is delivered in a non-patronising way

**C4 Application of coaching style**

- Organisational factors:
  - duty of care
  - working with wider stakeholders:
    - parent/carer
    - welfare officer
  - adapting sessions in response to dynamic risk assessment.
- Providing future session information.
- Personal factors
  - personal philosophy and intentions
  - personal attributes: motivation, appearance, humour, personality, punctuality, courtesy, being inclusive, problem solving, role model, accessible.
  - rapport.
- Delivery considerations
  - communication adapted for different needs and participants – verbal, non-verbal, active listening, open/closed questioning
  - application of leadership style appropriate to the group
  - behaviour management: recognising conflict, conflict management techniques
  - influencing and using discretion
  - observation
  - problem solving
  - analysing
  - demonstration: – practical – describing, visualising, explaining – applying – confirming instructions.
- Review planning and leadership style for coaching session.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine key concepts for inclusive coaching</b>		
<b>A.P1</b> Explain the target groups within inclusive coaching and the different levels of participation.	<b>A.M1</b> Compare and contrast the different characteristics of the providers of sport and the considerations they should make for different target groups at different levels of participation.	
<b>A.P2</b> Describe the providers of sport and organisations responsible for ensuring inclusive practice.		
<b>Learning aim B: Explore barriers to participation and methods of reducing barriers</b>		
<b>B.P3</b> Describe barriers to participation for individuals from different target groups, and suggest methods to reduce those barriers.	<b>B.M2</b> Explain barriers to participation for individuals from different target groups and compare and contrast methods to reduce those barriers.	<b>AB.D1</b> Evaluate the barriers to participation of the different target groups and recommend methods of reducing barriers at different levels of participation in different types of provision.
<b>Learning aim C: Prepare sport sessions for inclusive coaching</b>		<b>C.D2</b> Evaluate the planning of an inclusive sports session and give the advantages and disadvantages of the chosen coaching style to meet the needs of a target group at their level of performance.
<b>C.P4</b> Plan an inclusive sport session for a specific target group	<b>C.M3</b> Justify the plan for an inclusive sport session.	
<b>C.P5</b> Explain the choice of leadership style for the delivery of an inclusive sports session.	<b>C.M4</b> Justify the application of a specific coaching style for a chosen target group.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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, AB.D1)

Learning aim: C (C.P4, C.P5, C.M3, C.M4, C.D2)

## Further information for teachers and assessors

### Resource requirements

There are no special resources needed for this unit.

### Essential information for assessment decisions

#### Learning aims A and B

**For Distinction standard,** learners will evaluate the barriers to participation of the different target groups and discuss their potential impact on that groups ability to participate in sport. They will then review recommended methods of reducing barriers at different levels of participation in different types of provision. Learners should assess the benefits and limitations of each method based on the type of provider.

**For Merit standard,** learners will build on their pass discussions to compare and contrast the different characteristics of the providers of sport and the considerations they should make for different target groups at different levels of participation. Learners should review whether providers must implement inclusive methods or if it is a choice to enhance their provision. They should reflect on the resources available for each provider to be inclusive.

Learners will explain certain barriers to participation for individuals from specific different target groups. A range of target groups should be discussed, with local examples prevalent throughout their discussion. Their suggestions of methods to reduce the barriers will be realistic and they will compare and contrast the methods to reduce different barriers. Methods such as financial and personal should be reviewed.

**For Pass standard,** learners should discuss target groups for inclusive coaching within their local communities and the different levels of participation. Examples should be given from their local area. They should then describe the providers of sport, discussing the characteristics of each type of provider. Learners should review organisations responsible for ensuring inclusive practise and give examples of how they would impact on sports they are familiar with.

Learners should describe barriers to participation for individuals from different target groups, linking specific barriers to specific groups. They will then suggest methods to reduce those barriers. The suggestions maybe basic and unrealistic.

#### Learning aim C

**For Distinction standard,** learners will provide a detailed review of their planning for an inclusive sports session. Each element should appraised and the benefits and limitations of other possible activities discussed. They will then debate the advantages and disadvantages of the chosen coaching style and consider how it meets the needs of their target group at their level of performance.

**For Merit standard,** learners should review the inclusive coaching plan they have created and justify the main aspects. They will give reasons for including each aspect of the session and review the organisation of the session, making links to their chosen group at all times. Learners will discuss how their adaptations are suitable for their chosen group and highlight why they are more suitable than other methods.

Learners will then justify the application of a specific coaching style for a chosen target group and give reasons as to why they chose that style for that group. This will include a discussion about unsuitable styles for their group.

**For Pass standard**, learners should produce a plan for an inclusive sport session. They can choose the specific target group they would like to tailor the session towards. The plan should take into consideration the groups needs and any adaptations that are required. Learners should also include the organisation of the session within their plan and highlight activities that they would coach with the group.

Learners should then reflect on the plan and discuss what leadership style they would use with the group and give reasons for their choice. They should also discuss how they would apply their chosen coaching style.

### **Links to other units**

This unit links to:

- Unit 4: Ethics, Behaviours and Values
- Unit 15: Developing Coaching Skills
- Unit 16: Applied Coaching Skills
- Unit 34: Sport Development
- Unit 38: Coaching football the Liverpool Way.

### **Opportunities to develop transferable employability skills**

This unit provides learners with opportunities to develop the following transferrable skills:

- Communication
- Decision making
- Equitable practice
- Planning
- Organisation.

# Unit 18: Sport and Leisure Facilities Management

Level: 3

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners study the leadership, management and health and safety principles and procedures that support the role of a manager in a sports and active leisure organisation.

## Unit introduction

The sports and active leisure industry is ever evolving, with new facilities, activities and equipment continuously appearing on the market. It is vital that sport and leisure managers are able to maintain resources and manage the health and safety requirements that arise from this evolution in order to continue to give leisure users an effective and safe experience.

This unit aims to give you knowledge and understanding that will assist you to become a sport and active leisure manager. You will explore the differing responsibilities of the leisure manager in relation to human and physical resource management, health and safety and safeguarding. You will consider the importance of leadership to the manager's role. You will gain an understanding of the legislation, processes and procedures that shape and guide the management of health and safety and safeguarding in a sport and active leisure environment. You will examine the role that the sport and leisure manager has in maintaining the required standards of health and safety, responding to emergency situations and reporting on health and safety incidents. Finally, you will explore the role that the manager has in safeguarding children and vulnerable adults in a sport and leisure environment.

When you successfully complete this unit, you will have developed a well-rounded understanding of the management role and responsibilities in sport and active leisure. You will be able to use this successfully if you progress to further or higher education to gain qualifications, for example, a leisure management or sports studies degree, required for a position in the leisure industry such as a leisure or sports centre manager or gym manager.

## Learning aims

In this unit you will:

- A** Understand the management of human and physical resources in sport and active leisure
- B** Examine the management of health and safety in the sport and active leisure environment
- C** Examine the requirements for safeguarding children and vulnerable adults in the sport and active leisure environment.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Understand the management of human and physical resources in sport and active leisure	<b>A1</b> Human resource management <b>A2</b> Physical resource management <b>A3</b> The management and leadership role <b>A4</b> Factors affecting the management and leadership role	A report that focuses on the sport and active leisure managers responsibilities for human and physical resource leadership and management.
<b>B</b> Examine the management of health and safety in the sport and active leisure environment	<b>B1</b> Sport and leisure managers' responsibilities for health and safety <b>B2</b> Responding to emergencies in sport and active leisure <b>B3</b> Reporting and recording procedures	A report that focuses on the sport and active leisure manager's responsibilities for health, safety and safeguarding and the response to emergency and non-emergency health and safety and safeguarding situations.
<b>C</b> Examine the requirements for safeguarding children and vulnerable adults in the sport and active leisure environment	<b>C1</b> Legal safeguarding requirements <b>C2</b> Managers' safeguarding responsibilities	A report evaluating the overall importance of management on the effectiveness of resources, health and safety and safeguarding in a sport and active leisure environment.



## Content

### Learning aim A: Understand the management of human and physical resources in sport and active leisure

#### A1 Human resource management

- Job effectiveness:
  - design
  - person spec
  - fit
  - tasks
  - roles and responsibilities
  - satisfaction.
- Employment:
  - legislation
  - effects of employment protection legislation
  - Discrimination law, e.g. disability, sex, race, equal pay, directives on working time
  - employment of young persons
  - rights regarding maternity/paternity leave and pay
  - minimum wage
  - recruitment procedures and policies
  - disciplinary procedures and policies.
- Performance management:
  - the role
  - purpose and types of appraisal
  - 360 degree feedback
  - the skills of carrying out appraisals and giving feedback
  - the link of appraisals to reward management.
- Development:
  - appraisal
  - continuing professional development (CPD)
  - skills assessments and training needs analyses
  - promotion
  - career
  - commitment
  - professionalism
  - mentoring.
- Other topical issues:
  - e-recruitment
  - e-learning
  - flexible benefits
  - work-life balance
  - employee voice
  - pension schemes
  - effective deployment of staff, e.g. use of part-time staff, rotas, covering for sickness and absence, facility-specific staffing issues, staff turnover.

**A2 Physical resource management**

- Resource planning:
  - supplies and materials, e.g. restocking and replacement, use and control of consumables
  - contracting
  - documentation processes, e.g. inventory checks and audits
  - change in staffing needs
  - events and foreseen risk control
  - embedding ethical and sustainable practices in operations
  - planning and resourcing against trends in public take-up, facility-specific resource issues.
- Resource maintenance:
  - preventative
  - emergency cover
  - health and safety
  - energy reduction
  - assets
  - servicing and lifecycles and costs
  - leasing options
  - vandalism and damage
  - vehicle and plant needs
  - facility monitoring
  - maintenance
  - refurbishment
  - compliance with manufacturers' guidelines /instructions, statutory requirements
  - budgetary restraint.
- Importance of resource management:
  - maximising skills
  - maximising efficiency
  - maximising productivity
  - maximising capacity
  - minimising costs
  - reducing wastage
  - reducing breakdown
  - reducing error
  - reducing risk.

**A3 The management and leadership role**

- Importance of leadership:
  - leading people by example
  - inspiring people to convert challenges into opportunities
  - enabling problem solving
  - providing vision
  - innovation through developing people
  - persuading people to make changes
  - inspiring trust
  - developing power with people.

- Roles:
  - leading and motivating staff
  - communicating
  - team building
  - processes and stages in team development
  - group dynamics
  - effective/ineffective teams
  - goals/objectives.
- Responsibilities of a team leader:
  - customer service, product and service knowledge and development
  - decision making, e.g. strategic, planning
  - managerial/operational control, problem solving
  - authority, delegation and empowerment
  - effective working relationships with subordinates, peers, managers and other stakeholders
  - the role of partnerships and stakeholders in the business.
- Styles of leadership:
  - leadership characteristics: styles, e.g. autocratic, paternalistic, democratic, laissez-faire, action-orientated
  - motivation theories, factors affecting motivation and performance, motivation techniques, effectiveness
  - conflict resolution.
- Theories of leadership – Belbin’s theory on team roles and self-perception, Tuckman’s theory on team development.

#### **A4 Factors affecting the management and leadership role**

- Emotions and behaviours of team members:
  - awareness of emotions of self and others
  - positive and negative behaviours
  - managing conflict in a team
  - staff turnover.
- Diversity in a sport and active leisure team:
  - value of diversity
  - different skills sets and characteristics of team members
  - making best use of different skills sets and characteristics.
- Communication in a sport and active leisure team.
- Importance of effective two-way communication in a team.
- Range of communication techniques:
  - communications processes, verbal, written, non-verbal
  - lines of communication, linear, lateral, formal/informal
  - barriers to effective communication.

- Motivation:
  - importance to leader and team
  - methods and selection of these
  - empowerment
  - maintenance in face of adversity/setbacks
  - theories and models of motivation – Maslow’s hierarchy of needs theory, Herzberg’s two-factor theory, Belbin’s theory on team roles, Tuckman’s theory on team development
  - factors that motivate team members – recognition and status; opportunity for promotion, greater responsibility, stimulating work, sense of achievement, tasks or situations facing the team.

## **Learning aim B: Examine the management of health and safety in the sport and active leisure environment**

### **B1 Sport and leisure managers’ responsibilities for health and safety**

- Legislation regarding:
  - health and safety at work, management of health and safety at work
  - working with substances hazardous to health, e.g. chlorine
  - the reporting of injuries, diseases and dangerous occurrences
  - responsibilities for safety of staff, contractors, suppliers, members of the public
  - responsibility for training staff in health and safety procedures
  - sanctions that may be applied for non-compliance with regulations.
- Maintain a safe workplace:
  - conduct regular risk assessment, address any risks identified
  - safe access to emergency exits
  - safe use of equipment in the workplace, regular testing of electrical equipment, regular computer risk assessment (position of monitor, height of chair, position of arms)
  - fire drills, testing fire extinguishers.
- Legal processes, documents and notices – health and safety policy document (including management of health and safety, responsibility of individuals, commitment to health and safety), displaying health and safety law poster, complying with external health and safety inspections relevant to the country (fire service, Health and Safety Executive).
- Health and safety staff:
  - overall responsibility
  - employee representative(s)
  - reporting hazards
  - dangerous occurrences
  - fire wardens (to support fire drills and give health and safety advice)
  - first aider(s), security staff.

**B2 Responding to emergencies in sport and active leisure**

- Sport and active leisure emergencies:
  - serious injuries (sport or non-sport related), e.g. trampoline fall
  - explosion
  - flood, e.g. wet-side areas
  - electrocution, fire, chemical spill or poisoning, e.g. pool plant chemicals, cleaning materials
  - evacuation or restriction to areas due to gas/fumes, water contamination, security incident, missing persons.
- Procedures:
  - emergency action plans (EAPs)
  - trained and competent staff (technical for machinery)
  - first aider
  - nominated staff to take control
  - regular training and practice (fire drills, use of specialist equipment)
  - fire safety notices and policies in staff handbooks
  - procedures for raising alarms
  - contact(s)
  - details of emergency and location
  - staff meeting point on evacuation
  - essential actions, e.g. plant shutdown
  - emergency lighting
  - sufficient emergency unblocked exit routes
  - needs of staff, customers and other users with disabilities
  - re-entry procedures.
- Emergency legislation related to the management of health and safety at work.
- Managers role/responsibilities:
  - planning for emergencies: assessing risks, documented EAP, staff training, regular and realistic practice – clearly agreed, recorded and rehearsed plans, actions and responsibilities, ensuring facility is prepared, e.g. signage, lighting, emergency equipment, control of hazardous materials
  - responding to emergencies: coordinating the emergency (and non-emergency), assessing the situation and level of response required, investigation of emergency, first responder, communication with emergency services and nominated staff, business continuity management.

**B3 Reporting and recording procedures**

- Legislation regarding the reporting of injuries, diseases and dangerous occurrences.
- Reporting:
  - work-related deaths
  - work-related accidents
  - industrial diseases
  - dangerous occurrences
  - injuries to visitors
  - reporting rules and timelines
  - recording near misses
  - maintaining a hazard register.

- Record keeping: rules and timescales.
- Importance of reporting and record keeping:
  - legal requirement
  - investigation
  - risk mitigation
  - prevention
  - using health and safety data to improve safety procedures and practices.

### **Learning aim C: Examine the requirements for safeguarding children and vulnerable adults in the sport and active leisure environment**

Safeguarding requirements will be different in every country and in some cases, different areas of a country. Assessors should deliver information that relates to the country and area that the programme is being delivered in.

#### **C1 Legal safeguarding requirements**

- Legislation regarding:
  - children and families
  - the protection of freedoms (disclosure and barring service)
  - equality
  - safeguarding vulnerable groups and children
  - data protection
  - United Nations Convention.
- Referral requirements:
  - information sharing (how much information, shared with whom, shared at what point)
  - role of designated safeguarding officer
  - referral procedures
  - referral agencies.
- Local and national agencies with responsibility for safeguarding applicable to own country

#### **C2 Managers' safeguarding responsibilities**

This information refers to the responsibility of a manager in ensuring safeguarding within their facility.

- Types of safeguarding risks in the sport and active leisure environment:
  - staff lack awareness of safeguarding and how to report safeguarding concerns
  - inadequate staff training
  - inadequate supervision by a responsible adult
  - adults who may expose children/vulnerable adults to dangerous or inappropriate behaviour
  - children/vulnerable adults being exposed to risk because they have been removed (or removed themselves) from the appropriate area of the premises/event
  - children/vulnerable adults exposed to inappropriate adult environments
  - accidents and injury, e.g. using equipment unsupervised
  - access to hazardous substances, falling into the swimming pool.

- Safeguarding procedures:
  - organisational safeguarding policy
  - safe working practices that protect children, vulnerable adults and adults who work with them
  - importance of following the procedures of the organisation without forming premature judgements
  - lines of reporting concerning suspected or actual abuse
  - accurate reporting
  - security of records
  - sequence of events leading to registration on child protection register.
- Sport and active leisure managers' safeguarding responsibilities for staff:
  - clarify staff roles and responsibilities, e.g. ensuring staff members promote good practice and challenge practice that is harmful
  - responsibility for checks when recruiting staff
  - staff training and awareness, e.g. ensure staff have adequate induction and training and up-to-date information
  - train and advise staff how to identify and manage risk
  - ensure staff are aware of, and follow, the organisation's child protection policy, procedures and codes of practice
  - guidance on confidentiality and information sharing.
- Sport and active leisure managers' responsibilities for safeguarding policies:
  - reflect relevant legislation and regulations
  - specific policies and procedures, e.g. activity areas designed to be transparent
  - ensure staffing levels are appropriate
  - restrict or prohibit access to parts of the premises as appropriate
  - child protection policy and procedures
  - guidance on appropriate/expected standards of behaviour.
- Sport and active leisure managers' responsibilities for safeguarding procedures:
  - systems for recording information
  - lines of communication
  - procedures for managing and reporting any concerns or issues
  - procedures for recruiting staff and volunteers who have contact with children and vulnerable adults
  - processes for dealing with behaviour that is unacceptable and/or discriminatory
  - follow a duty of care for children and vulnerable adults taking part in active leisure.
- Responding to safeguarding concerns:
  - following organisational policy and procedures
  - maintaining confidentiality as directed by safeguarding policy and procedures
  - collection, assessment and sharing of information about safeguarding concerns
  - reporting of concerns or issues to appropriate external agencies/authorities.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the management of human and physical resources in sport and active leisure</b>		<b>A.D1</b> Evaluate the strategic and operational importance of effective management in sport and active leisure facilities.
<b>A.P1</b> Discuss the requirements for human and physical resource provision and control in sport and active leisure.  <b>A.P2</b> Explain how the leadership role and responsibilities are influenced by different resource-related factors	<b>A.M1</b> Analyse the importance of human and physical resource management to a sport and active leisure organisation.  <b>A.M2</b> Assess the impact of the use of different leadership styles in different situations relating to resource management within sport and active leisure.	
<b>Learning aim B: Examine the management of health and safety in the sport and active leisure environment</b>		<b>BC.D2</b> Evaluate the role, responsibilities and decisions made by sport and active leisure managers in planning, monitoring and improving the health and safety of their facility, giving examples.  <b>BC.D3</b> Evaluate the importance of management in maintaining and monitoring the effectiveness of resources, health and safety and safeguarding in the sport and active leisure environment
<b>B.P3</b> Discuss the health and safety responsibilities of a manager in the sport and active leisure environment, giving examples.  <b>B.P4</b> Explain a sport and active leisure manager's role in planning and co-ordinating emergency operating procedures, giving examples  <b>B.P5</b> Discuss the reporting and recording procedures that must be followed in the event of an emergency or other health and safety incident.	<b>B.M3</b> Assess a sport and active leisure manager's role and responsibilities when dealing with health and safety incidents and emergencies, giving examples.	



Pass	Merit	Distinction
<b>Learning aim C: Examine the requirements for safeguarding children and vulnerable adults in the sport and active leisure environment</b>		
<p><b>C.P6</b> Discuss the legal requirements that cover the safeguarding of children and vulnerable adults in a sport and active leisure environment.</p> <p><b>C.P7</b> Explain how a sport and active leisure manager carries out their responsibilities for safeguarding children and vulnerable adults.</p>	<p><b>C.M4</b> Assess the role of a sport and active leisure manager in responding to safeguarding concerns.</p>	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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 aim: A (A.P1, A.P2, A.M1, A.M2, A.D1)

Learning aims: B and C (B.P3, B.P4, B.P5, C.P6, C.P7, B.M3, C.M4, BC.D2, BC.D3)

## Further information for teachers and assessors

### Resource requirements

There are no special resources needed for this unit.

### Essential information for assessment decisions

#### Learning aim A

Learners will need to consider the human and resource management needs and requirements in the sport and active leisure environment. They should relate all examples to sport and active leisure. Learners could choose to base their research and answers on case studies containing actual data and information from specific sport and active leisure organisations, for example local authority, private sector, dual use sites, adventure pursuits or single sport/multi-sport. Learners may find the use of job descriptions from leisure manager positions helpful in assisting them in identifying roles and responsibilities for human and physical resource management.

**For Distinction standard**, learners will consider the importance of effective management on the strategy and operation of sport and leisure facilities. Learners will consider what strategic and operational management means in specific types of leisure facility, for example local authority, private sector, dual use sites or adventure pursuits. They could then explore the challenges, variables and implications associated with the management of the chosen type(s) of facility, such as how staff turnover has a huge impact on public sector leisure management or the cost of replacing specialist equipment for adventure pursuits facilities.

Learners could then examine the decision making and wider responsibilities that managers have for these facilities, for example obtaining, monitoring and maintaining resources and the implications when these responsibilities are fulfilled.

Learners can then draw conclusions about the importance of effective strategic and operational management in the context of the chosen type(s) of facility, and can support these arguments with well-considered examples from sport and active leisure.

**For Merit standard**, learners will provide a detailed examination of the costs and benefits of resource management to a sport and active leisure organisation. Learners should carefully consider the type of leisure organisation that they are going to focus on, examining the operational challenges and variables that are associated with it. From this examination, they could then consider the possible impacts of ineffective management on efficiency, productivity and risk in that organisation. They can present their outcomes and support these with well-considered examples.

Learners will carefully consider the impact of different leadership styles on at least four different resource management-related situations in sport and active leisure, for example, the need to make a quick decision on a purchase or the handling of a human resource issue. Learners could identify appropriate active leisure-related situations and then apply specific leadership styles to these.

They can weigh up the strengths and weaknesses of each style in relation to the identified situation or scenario. They can then arrive at a conclusion as to the suitability of particular leadership styles to specific situations.

**For Pass standard**, learners will consider what is required to effectively provide and control human and physical resources in sport and active leisure, for example, planning, maintenance, processes and procedures. They could examine how the resource requirements may differ between different types of leisure organisation and the operational challenges for managers that are associated with these different requirements.

Learners will explore how the requirements relate to each other as well as to external factors such as legislation. They can also consider the extent to which each requirement is important in the overall scheme of resource management. They can provide examples to support their discussion.

Learners could give clear reasons to support the levels of influence that different resource-related factors can have on the leadership role and responsibilities. Learners could consider at least five human and/or physical resource factors and the impacts, both positive and negative, that these have on leadership. Learners could also consider how the influence of resource-related factors may vary in different types of sport and leisure organisations.

### Learning aims B and C

Learners will need to consider health and safety and safeguarding in the sport and active leisure environment. They should relate all examples to sport and active leisure. Learners could choose to base their research and answers on case studies containing actual data and information from specific active leisure organisations, such as local authority, private sector, dual use sites, adventure pursuits or single sport/multi-sport. Learners may find the use of job descriptions from leisure manager positions helpful in assisting them to identifying roles and responsibilities for health, safety and safeguarding.

**For Distinction standard**, learners will carefully consider the role, responsibilities and decision-making processes of sport and active leisure managers when planning, monitoring and improving health and safety in their facility. Learners could identify the strategic and operational roles and responsibilities of leisure managers in different types of leisure facility. They could then consider how the roles, responsibilities and decisions made are influenced by the specific requirements and challenges of the context in which they work, or by external factors. For example a dual use facility may be accessed by different types of user, possibly including children and/or vulnerable adults at the same time, raising specific safeguarding challenges that require organisation procedures to be implemented in response to legislation.

Learners can then form opinions and make arguments for what the manager's role, responsibilities and decisions are. These arguments must be supported with well-considered examples from the sport and active leisure environment.

Learners consider the concept of management in relation to resources, health and safety and safeguarding across different types of sport and leisure facility. They explore the strategic and operational importance of the leisure manager's roles and responsibilities for planning, maintaining and monitoring the effectiveness of all of these areas and draw conclusions as to the relevance or significance of the management function in each, supporting these with well-considered examples. Learners could examine the strengths of effective and weaknesses of ineffective management and consider the implications if these areas were not managed. From these examinations learners can make judgments about the importance of management and support these with well-considered management examples from sport and active leisure.

**For Merit standard,** learners will present careful consideration of the role that an active leisure manager plays in responding to, and reporting on, emergencies and other health and safety incidents. Emergencies constitute any situation where an emergency action plan is triggered, whereas other health and safety incidents refer to near misses and identified risks that do not progress to an emergency. Learners could focus on a manager of a specific facility, such as a multi-sport site, and examine the challenges that a manager may have in this context, for example evacuating wet and dry facilities. Learners could also identify specific emergency situations and match the most relevant or important responsibilities that the manager may have for responding or reporting in these instances. It may also be helpful for them to consider the legal requirements at this point. They could then identify the role that the manager plays, for example, co-ordinating the emergency. From this they can arrive at conclusions that they support with the use of well-considered examples.

Learners will carefully consider the role that a sport and active leisure manager plays in ensuring that safeguarding concerns over children and vulnerable adults are responded to appropriately. Learners could identify the responsibilities that the manager has before, during and after any suspected safeguarding concern, for example, creating policies and procedures, training staff or referral to appropriate agencies. From this consideration learners arrive at conclusions, supported by specific examples of what the manager's role is at each stage of safeguarding.

**For Pass standard,** learners will consider the responsibilities that a manager in the sport and active leisure environment has for health and safety. They could explore these responsibilities under key headings, for example, planning, maintenance and response. They could give consideration for how the responsibilities interrelate and their importance, citing appropriate leisure-related examples. They could also consider the potential impacts of the manager not taking responsibility in any of these areas. Learners give clear consideration to the role that an active leisure manager will play in planning and co-ordinating responses to health and safety emergencies. They could research a specific type of leisure facility and identify relevant operating procedures and responses that the manager would be engaged in, for example communication with emergency services or assessment of the appropriate response to take. Learners can support their conclusions with appropriate examples from the active leisure environment.

Learners will explore the procedures that sport and active leisure organisations must follow in relation to the reporting and recording of emergencies or other health and safety incidents. Emergencies constitute any situation where an emergency action plan is triggered, whereas other health and safety incidents refers to near misses and identified risks that do not progress to becoming an emergency. Learners must give indication of the importance of reporting and recording procedures and the implications to organisations of not adhering to these. Learners can use appropriate examples from active leisure to support their findings.

Learners will consider the legal requirements that organisations must adhere to when dealing with the safeguarding of children and vulnerable adults in a sport and active leisure environment. They could identify examples of the relevant legislation and explore the organisation's policies and procedures that are drawn up in response to this.

Learners will give consideration for the role and responsibilities of a leisure manager in relation to the safeguarding of children and vulnerable adults. They could explore responsibilities relating to staff, policies and procedures and consider the interrelationships between these. They can give appropriate examples of how the manager carries out their role to support their findings.

### **Links to other units**

This unit links to:

- Unit 5: Self-employment in Sport and Physical Activity
- Unit 19: Sport and Leisure Facility Operations
- Unit 11: Business in Sport.

### **Employer involvement**

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 19: Sport and Leisure Facility Operations

Level: 3

Unit type: Internal

Guided learning hours: 60

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## Unit in brief

Learners explore the objectives and resources available at sport and leisure facilities and develop the operational skills to work in these facilities.

## Unit introduction

Sport and leisure facilities will have different aims and objectives depending on their location and whether they are public, private or voluntary sector-owned. Many organisations have a mission statement outlining what they are aiming to achieve. The aims and objectives that different sports facilities have will directly influence the programmes and services they offer, the physical resources and the operating procedures. Effective sport and leisure facility operations are required within the sports industry to ensure smooth running and effective management. This in turn, leads to high performance levels and customer satisfaction resulting in better experiences for participants.

Effective operational leadership skills are essential to the success of sports and leisure facilities and are the type of skills employers look for in their employees.

In this unit you will explore the aims and objectives of sport and leisure facilities. You will investigate the factors that inform the strategic management of services and the issues that shape the provision at these facilities. You will also explore provision, resources and services offered at a range of different sports and leisure facilities. You will develop operational-related skills required by employers, and you will be able to develop these skills throughout the unit. You will need to understand what constitutes good customer service and be able to demonstrate this in work-related scenarios. You will also investigate the personal and management skills required for leadership positions and will need to be able to demonstrate your skills in sports and leisure facility scenarios.

This unit will help you to progress to employment in sports facilities. The unit will also help you to progress to further study in higher education or to professional qualifications in sport and active leisure.

## Learning aims

In this unit you will:

- A** Examine the aims, objectives and resources of selected sports and leisure facilities
- B** Explore the services and products offered by selected sports and leisure facilities
- C** Demonstrate the operational skills needed for working in sports and leisure facilities.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Examine the aims, objectives and resources of selected sports and leisure facilities	<b>A1</b> Aims <b>A2</b> Objectives <b>A3</b> Resources <b>A4</b> Facilities	A report evaluating how current trends impact on the aims, objectives, resources and the services and products offered by selected sports and leisure facilities.
<b>B</b> Explore the services and products offered by selected sports and leisure facilities	<b>B1</b> Services <b>B2</b> Products <b>B3</b> Trends	
<b>C</b> Demonstrate the operational skills needed for working in sports and leisure facilities	<b>C1</b> Personal skills <b>C2</b> Customer service skills <b>C3</b> Management skills <b>C4</b> Operational skills <b>C5</b> Sport and leisure facilities situations <b>C6</b> Review	Observation of learners carrying out operational skills in sports and leisure facilities and interacting with customers and staff, evidenced by observation report signed by assessor. A reflective log evaluating own work.



## Content

### Learning aim A: Examine the aims, objectives and resources of selected sports and leisure facilities

#### A1 Aims

- For example:
  - community needs
  - quality standards
  - admission targets
  - access to all
  - promoting wellbeing
  - schools support.

#### A2 Objectives

- For example:
  - social
  - organisational
  - financial
  - equal opportunities
  - health
  - developmental
  - educational
  - other objectives relevant to the facility (code of practice).

#### A3 Resources

- Facility characteristics, e.g.:
  - size
  - layout
  - lighting
  - technology
  - marketing
  - access
  - health and safety
  - car parking
  - changing rooms.
- Equipment required, e.g.:
  - sports
  - fitness
  - business and support services
  - events
  - hospitality.
- Quality monitoring, e.g.:
  - systems reviews and audits
  - inspection
  - sampling
  - customer feedback.

#### **A4 Facilities**

- For example:
  - gymnasiums
  - sports centres
  - health and fitness centres.

### **Learning aim B: Explore the services and products offered by selected sports and leisure facilities**

#### **B1 Services**

- For example:
  - refreshments
  - personal training
  - crèche
  - doctor referral schemes.

#### **B2 Products**

- For example:
  - programme of activities:
    - daily
    - weekly
  - spectator events
  - special events:
    - exhibitions
    - arts
    - entertainment
  - conferences
  - social clubs.
- Pricing, e.g.:
  - memberships
  - peak
  - off-peak
  - concessionary rates
  - seasonality.

#### **B3 Trends**

- For example:
  - sports initiatives:
    - sports-specific
    - government initiatives
  - socio-economic change
  - sport-specific trends.

## **Learning aim C: Demonstrate the operational skills needed for working in sports and leisure facilities**

### **C1 Personal skills**

- For example:
  - motivation
  - communication
  - organisation
  - time management
  - working with others.

### **C2 Customer service skills**

- For example:
  - creating a welcoming atmosphere
  - communication skills
    - written
    - oral
    - non verbal
  - identifying customer needs
  - effective listening skills
  - effective questioning skills
  - personal presentation
  - meeting customer needs.

### **C3 Management skills**

- For example:
  - delegation
  - leadership
  - planning
  - decision making
  - problem solving.

### **C4 Operational skills**

- Personal skills.
- Customer service skills.
- Management skills.

### **C5 Sport and leisure facility situations**

- Customer-related, e.g.:
  - membership
  - general bookings
  - selling of facility services.
- Equipment, e.g.:
  - storage
  - health and safety checks.
- Maintenance, e.g.:
  - cleaning schedules
  - replacement equipment.

- Staffing, e.g.:
  - rotas
  - ratios
  - qualified staff (poolside, gym).
- Dealing with emergencies, e.g.:
  - evacuation
  - first aid incidents.

### **C6 Review**

- Feedback, e.g.:
  - customers
  - work colleagues
  - supervisors
  - tutor
  - observers.
- Strengths and areas for future development.
- SMART (specific, measurable, achievable, realistic, time-bound) targets.
- Future training needs.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the aims, objectives and resources of selected sports and leisure facilities</b>		<b>AB.D1</b> Evaluate how current trends impact on the aims, objectives, resources and the services and products offered by selected sports and leisure facilities.
<b>A.P1</b> Explain the aims, objectives and resources of different sports and leisure facilities.	<b>A.M1</b> Compare and contrast the aims, objectives and resources of different sports and leisure facilities.	
<b>Learning aim B: Explore the services and products offered by selected sports and leisure facilities</b>		
<b>B.P2</b> Explain the services and products offered by different sports and leisure facilities. <b>B.P3</b> Explain the effect of different trends on the services and products offered by sports and leisure facilities.	<b>B.M2</b> Analyse the effect of different trends on the services and products offered by sports and leisure facilities.	
<b>Learning aim C: Demonstrate the operational skills needed for working in sports and leisure facilities</b>		<b>C.D2</b> Demonstrate personal, customer service and operational skills in different situations to meet the aims and objectives of sports and leisure facilities, engaging actively with others and showing initiative, reviewing own performance to create opportunities for personal improvement.
<b>C.P4</b> Use personal, customer service and operational skills in different situations to meet the aims and objectives of sports and leisure facilities. <b>C.P5</b> Review own performance, identifying strengths and areas for future skills development.	<b>C.M3</b> Use personal, customer service and operational skills in different situations to meet the aims and objectives of sports and leisure facilities, reflecting actively on own performance, including feedback received and planning personal improvement.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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, B.P2, B.P3, A.M1, B.M2, AB.D1)

Learning aim: C (C.P4, C.P5, C.M3, C.D2)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to a range of sports and leisure facilities.

### Essential information for assessment decisions

#### Learning aims A and B

For this learning aim learners will need to research two different types of facilities, for example, a public sports centre and a private fitness club.

**For Distinction standard,** learners will draw on varied information about current trends in the sport and leisure industry to consider aspects such as advantages or disadvantages of these to two selected sports and leisure facilities. Learners inquiry should lead to a supported judgement on how the trends impact on the aims, objectives, resources and the services and products offered by the two selected sports and leisure facilities.

**For Merit standard,** learners will identify the main aims, objectives and resources of two different sports and leisure facilities, that are extended to explain the similarities, differences, advantages and disadvantages. Learners will present the outcome of methodical and detailed examination by breaking down the effect of different trends on the two selected sports and leisure facilities in order to interpret and study the interrelationships between the effects of the trends on the services and products offered.

**For Pass standard,** learners will show clear details and give evidence to support a view on the aims, objectives and resources of two different sports and leisure facilities. Learners are able to show that they comprehend the effect of different trends on the services and products offered by the two selected sports and leisure facilities, and the suitability for purpose of the services and products.

#### Learning aim C

**For Distinction standard,** learners will demonstrate effective personal, customer service and operational skills to other staff and customers in three different sports and leisure facility situations, and their approach will be confident and professional. Learners demonstrate the ability to deal with and adapt effectively to situations to meet the aims and objectives of sports and leisure facilities. They will select and use feedback to devise a realistic and achievable plan with actions for performance improvement.

**For Merit standard,** learners will demonstrate suitable personal, customer service and operational skills to other staff and customers in three different sports and leisure facility situations, but may not always show confidence. Learners demonstrate predictable adaptations to deal with situations to meet the aims and objectives of sports and leisure facilities. Learners will reflect actively on evidence of success of own performance and any skills gaps to show clear details and plan for improvements.

**For Pass standard,** learners will demonstrate appropriate personal, customer service and operational skills to other staff and customers in three different sports and leisure facility situations, but show lack of confidence. Learners demonstrate predictable adaptations to deal with one situation to meet the aims and objectives of sports and leisure facilities. Learners will make a formal assessment of their performance, appraising existing information, including structured records maintained of practice or experience as part of reviews, and reconsider feedback on performance gained from others with the intention of making changes, if necessary.

### **Links to other units**

This unit links to:

- Unit 2: Careers in the Sport and Active Leisure Industry
- Unit 5: Self-employment in Sport and Physical Activity
- Unit 10: Business and Technology in Personal Training
- Unit 14: Marketing Communications.

### **Employer involvement**

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

- speakers from the sport and leisure industry
- visits to local leisure facilities.

### **Opportunities to develop transferable employability skills**

Besides the specialist subject knowledge gained through the study of this unit, learners will also have the opportunity to develop transferable employability skills:

- organisational
- problem solving
- communication
- critical thinking
- initiative and enterprise.



# Unit 20: Large Sports Spectator Events

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners develop an understanding of large spectator events in the sports industry, to include the types of events and considerations involved in staging these large-scale events.

## Unit introduction

Large scale sports events vary widely in their type, scale, and purpose; they range from global large-scale international events such as the Olympic Games to country and regional events such as soccer matches golf tournaments and cricket matches.

They can involve a range of sports, just one sport or a specific to a target group.

Sports events can frequently be the catalyst for important processes such as personal expression and social development. As a sportsperson you may also be a spectator at a large event. Those working or volunteering in sports will be involved with the organisation and delivery of a range of large-scale sports events and should be aware of how these events are organised.

In this unit, you will explore and develop a knowledge of the varied types of large spectator sport events. You will investigate and understand all the considerations involved in running large spectator sport events. You will create a proposal for a large sporting event exploring and using research to plan a one-off large-scale event.

You will also investigate the purpose, roles, skills required and responsibilities of those associated with these events and required to ensure the successful planning and promotion of large-scale sporting events.

The unit will also help you to progress to further study in higher education or to professional qualifications in sports business or management, sports coaching, outdoor activities management or event leadership.

## Learning aims

In this unit you will:

- A** Investigate types of large sports spectator events
- B** Understand considerations for running large sports spectator events
- C** Create a proposal for a large sports spectator event

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Investigate types of large sports spectator events	<b>A1</b> Different types of large sports spectator events <b>A2</b> Venues <b>A3</b> Purpose of sporting event <b>A4</b> Economic and environmental impact	<p>A presentation or report that explores the variety and types of large sporting spectator events relevant to your country/region.</p> <p>The types of venues these events may be held at and the significance of the purpose of large spectator events.</p> <p>Discuss the associated economic and environmental impacts of different types of large sports spectator events.</p>
<b>B</b> Understand considerations for running large sports spectator events	<b>B1</b> Resources <b>B2</b> Health and safety and security <b>B3</b> Staffing roles and responsibilities <b>B4</b> Marketing and promoting	<p>Learners produce a portfolio that would include consideration when planning large-scale sports spectator events relevant to their country/region.</p> <p>Portfolio should include:</p> <ul style="list-style-type: none"> <li>• resources that you would need to consider for a large-scale sports spectator event</li> <li>• health and safety/security/information on the venue and local/regional requirements for organisers, participants, and spectators</li> <li>• roles and responsibilities associated with different types of large-scale sports spectator events</li> <li>• evidence of promotional and marketing considerations to include information on acquiring sponsorship.</li> </ul>
<b>C</b> Create a proposal for a large sports spectator event	<b>C1</b> Researching a one-off event <b>C2</b> Creating a proposal	<p>Learners prepare a presentation with supporting written evidence to include an event proposal for a large-scale sporting spectator event either individually or as a part of a small group.</p>

## Content

### Learning aim A: Investigate types of large sports spectator events

#### A1 Different types of large spectator sports events

- One-off event, e.g.
  - Olympic Games: summer, winter.
  - Paralympic Games.
  - Commonwealth Games.
  - Invictus Games.
  - World Athletics Championships.
  - London Marathon.
- Tournaments, e.g.
  - UEFA Euro (football – European).
  - UEFA Champions League (football).
  - Tour de France (cycling).
  - World Series (baseball).
  - Super Bowl (American football).
  - Australian Open (tennis).
  - National Basketball Association (NBA) Finals.
  - African Nations Championship (football – Africa).
  - Wimbledon (tennis).
  - Dubai World Cup (horse racing).
  - snooker tournaments.
  - football league matches.
  - rugby tournaments.
  - cricket matches.

#### A2 Venues

The choice of venue will be determined by the type of sporting event to be held as well as the number of spectators expected.

- Types of sports event, e.g.
  - arena
  - gymnasium
  - stadium
  - velodrome
  - motorsport venues.
- Venue requirements and considerations.
  - location, e.g. geographical, suitability for event, accessibility to the venue
  - size/spectator capacity, layout, intended purpose
  - facilities, e.g. indoor or outdoor venues (all weather facilities, moveable roof)
  - capacity, e.g. seated or standing
  - Health and safety and security
  - hospitality, e.g. inside and outside the venue, bars, restaurants, accommodation.

- Types of audience and demographics of spectators attending large scale sporting events
  - specific sports fan group/supporters
  - local and non-local spectators
  - general sports fans, e.g. families, friends, and coaches
  - non-sport fans, e.g. corporate potential partners, people with business interests

### **A3 Purpose of sporting event**

- Entertainment.
- Competition.
- Promotion of sports in the country, e.g. engaging with the sport itself, raising awareness of the sport.
- Education.
- Revenue generation.

### **A4 Economic and environmental impact**

- Economic impacts – short and long-term
  - economic growth, new infrastructure development, land regeneration and increase in tourism
  - provision of jobs/income for local residents
  - growth in related sectors such as construction, leisure and sports retail
  - high cost of construction/adaptation
  - destruction of low-cost housing and property price inflation.
- Environmental impacts – short- and long-term
  - regeneration of areas – building new facilities for event
  - image change, e.g. opportunities for transformational development
  - global appeal
  - sports tourism
  - pollution/waste – construction work, increase travel to venue/event, increase visitors/spectator numbers.

## **Learning aim B: Understand considerations for running large sports spectator events**

### **B1 Resources**

- Human resources
  - key staff roles and responsibilities
  - paid and volunteers – temporary, full or part time, seasonal
  - sports ambassadors, e.g. royals, dignitaries, celebrities, sports stars
  - staff, e.g. temporary, full-time, part time, seasonal
  - promoters and advertising
  - media, e.g. local/national/international
  - sports ambassadors, e.g. royals, dignitaries, celebrities, sports stars.
- Physical resources:
  - venue location and facilities, its suitability and accessibility e.g. transport links, car parks, able bodied and disabled entrances and exits, toilets, prayer rooms, communal spaces, eating areas
  - additional facilities, e.g. catering services, merchandise sales, equipment, sound and lighting systems.

- Financial resources:
  - cost of venue, e.g. hiring, buying or building facilities/stadium
  - key areas of spend and income, e.g. cost of resources, revenue from ticket sales, insurance costs
  - sources of funding, e.g. lottery funds, sponsorship
  - budgets, financial contingencies and actions for overspend.

### **B2 Health and safety and security**

Ensuring that learners have an understanding of who within the organising team will be responsible for security, health and safety matters. The scale of the event will determine the level of security, health and safety and those who have to be involved.

- Health and safety to include
  - health and safety policies, legislation and laws related to own country
  - safety plan: determined by the scale, type and scope of the event, audience, location, duration, time of day and year the event will be held
  - risk assessment
  - staff information and training
  - liaising with others such as contractors, venue owners, ministry, government departments, business owners, sporting bodies, coaches.
- Security to include
  - awareness of safety and security procedures – creating security checkpoints, identification badges
  - planning for incidents and emergencies, e.g. effective emergency response
  - crowd control
  - amount of security staff required to include: special event security, staff training, use of equipment, radio, use of technology
  - reporting procedures.

### **B3 Staffing roles and responsibilities**

Roles and responsibilities of those involved in the organising and running of large sports spectator events.

- Roles to include:
  - volunteers
  - organiser
  - finance team
  - publicity, advertising and marketing
  - stewards and grounds people
  - specialist coach or trainer
  - announcer and master of ceremonies
  - security.

- Responsibilities associated with sports events:
  - project management
  - logistics and transportation
  - equipment
  - health and safety
  - security
  - administration
  - publicity, advertising and marketing
  - finances
  - customer service.

#### **B4 Marketing and promoting**

The role of marketing and promoting in ensuring maximum attendance and maximise profit.

- Marketing aims, e.g.
  - attract participants and spectators
  - raise awareness
  - generate income, fundraising, sales
  - attract sponsorship
  - promote community, groups, organisations.
- Marketing media, e.g.:
  - print-based media: flyers, leaflets, posters, brochures, tickets, newspaper, billboard, programmes, signage.
  - digital media: videos, social media, email, websites, SEO, blogs.
  - content: venue information, directions, transport links, pricing, registration and booking instructions, add-ons, promotional offers, sponsor and partner information, QR codes.

#### **Learning aim C: Create a proposal for a large sports spectator event**

##### **C1 Researching a one-off event**

- Sport:
  - popularity of the sport, the number of fans the sport currently has
  - amount of revenue the sport receives each year
  - how the sport has impacted on communities.
- Location: venue and facilities.
- Logistics: transportation, e.g. for sports players, coaches, team members and spectators.
- Resources and budget:
  - proposed revenue and costs of the event
  - sources of funding, e.g. from investors, donors and sponsors.
- Health and safety, and security.
- Marketing.
- Ethical considerations.

**C2 Creating a proposal**

- The proposal:
  - name and details of sports event e.g. date, location, facilities and estimated attendance numbers
  - purpose of event, aims and objectives, target audience
  - budget: estimated costs and revenues.
  - timeline, organisation and scheduling
  - publicity.
- Purpose of proposal: type and amount of support requested.
- Benefits to investor, donor or sponsor.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate types of large sports spectator events</b>		<b>A.D1</b> Evaluate large sports spectator events including the economic, and environmental impacts.
<p><b>A.P1</b> Describe types of large sport spectator events and the venues they are held at.</p> <p><b>A.P2</b> Explain the purposes of large sports spectator events.</p> <p><b>A. P3</b> Describe the economic and environmental impacts of large sports spectator events on your region/country and globally.</p>	<p><b>A.M1</b> Analyse the types and purposes of large sports spectator events and how they determines the choice of venues.</p> <p><b>A.M2</b> Analyse the economic and environmental impacts of large spectator sports events on your region/country and globally.</p>	
<b>Learning aim B: Understand considerations for running large sports spectator events</b>		
<p><b>B.P4</b> Describe the resources required, the health, and safety considerations and roles and responsibilities of participants and spectators involved in a large-scale sports event.</p> <p><b>B.P5</b> Explore the marketing and promotional of a large sporting spectator event.</p>	<p><b>B.M3</b> Assess the resources required, the health, and safety and security considerations and roles and responsibilities of participants and spectators involved in a large-scale sports event.</p> <p><b>B.M4</b> Analyse effective marketing promotional and sponsorship strategies for a large spectator sporting event with a clear awareness of the event aims.</p>	<b>B.D2</b> Evaluate the significance of various aspects of event planning including resources, key roles health, and safety and the impact of effective marketing and promotional activities.
<b>Learning aim C. Create a proposal for a large sports spectator event</b>		<b>C.D3</b> Produce a thorough and effective proposal for a large-scale sports spectator event based on detailed individual research.
<b>C.P6</b> Produce an outline proposal for a large-scale event proposal based on individual research	<b>C.M5</b> Produce a detailed proposal for a large-scale event based on detailed individual research.	



## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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.P3, A.M1, A.M2, A.D1)

Learning aim: B (B.P4, B.P5, B.M3, B.M4, B.D2)

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

## Further information for teachers and assessors

### Resource requirements

There are no special resources needed for this unit.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard** learners will draw selectively on varied information to support an opinion on the relative significance of purposes, roles, and responsibilities in different types of large sports spectator events. They will fully consider the interrelationships between these factors and make consistently effective judgements about the relative importance of different factors in the context of a large sporting spectator event. Learners will also evaluate the potential impacts on the economy and environment of the country/region. They will explore both the positive and negative impacts of economic and environmental factors on a selected country/region.

**For Merit standard**, learners will give a methodical examination of information about the types and purposes associated with different types large sporting spectator events. Learners will make relevant references to the ways in which the type of event, the venue and purpose of event interrelate, and their significance in large sporting events. They will also explore both the short- and long-term impacts of economic and environmental factors on a selected country/region

**For Pass standard** learners will research a variety of large spectator sports events, types of venues that host these events. Learners will explore potential types of audience who attend large scale events. They will give generally accurate reasons or examples of the purpose of large spectator sporting events and to support a view on potential environmental and economic impacts of these events globally and on a selected country/region.

#### Learning aim B

**For Distinction standard** learners will give well-reasoned justifications for their consideration of the key aspects involved in the running of large spectator sporting events. Learners will be able to demonstrate that they have explored and considered strengths and potential challenges involved in engaging human, physical and financial resources. Learners will justify the key integral roles involved in the running of large spectator sporting events and provide evidence of an in-depth understanding of issues related to logistics and transportation.

Learners will be able to evaluate the impact of selected marketing and promotional methods that are realistic and effective in relation to the target audience, aims and context of a large sporting event. Learners' inquiry should lead to a supported judgements, providing effective and realistic potential sponsorship strategies.

**For Merit standard** learners will present the outcome of methodical examination of information to interpret key aspects and links between resources, roles, logistical and health and safety requirements when planning large sporting spectator events. Learners will draw on relevant information to investigate event marketing and promotional materials that link clearly to the nature and purpose of large events. They will show a sound understanding of the factors that need to be considered when selecting marketing and promotional materials. Learners will show a relevant understanding of the indicators used to measure the effectiveness of sponsorship strategies for global sporting events.

**For Pass standard,** learners will produce relevant information around the required varied resources, roles logistical and health and safety requirements when planning large-scale sports spectator events showing some relevant knowledge and understanding of the key components of the event. Evidence will include some differentiation of tasks, resources and roles that are realistic for the particular sports event with some partially developed explanations or generic reasons for suggested actions. They will show a generic understanding of the indicators used to measure the effectiveness of large sports spectator events. Learners will draw on relevant information to produce suitable event promotional materials that adequately reflect the purpose of the event. They will show some relevant understanding of appropriate marketing and promotional materials. Learners will offer some ideas about the sponsorship of global large sporting events

### Learning aim C

**For Distinction standard,** learners will express a convincing view on the feasibility and relevance to the chosen country/region of their proposed large sports event proposal and plan supported by references to specific aspects of their research. They will fully consider the factors affecting the potential success of the proposed event including any constraints and potential challenges and arrive at a justified conclusion. The plan for the proposed event will be comprehensive and include a thorough consideration of any relevant ethical and legal implications and how these might affect their proposal. Learners will also produce comprehensive and detailed identification of the specific resources required. The marketing and promotional aspects of the plan and proposal will include suggestions that demonstrate learners' ability to apply their understanding of the importance of key marketing and promotional elements in staging successful large events. Learners will show a high level of initiative and self-management in planning and accessing the resources required for the presentation. Learners will produce a well-designed, presentation that demonstrates a depth of insight, attention to detail and innovation. The presentation will be completely appropriate to the intended audience.

Supporting documents will be effectively structured and show evidence of logical links to the research carried out before the presentation. The supporting documents for the presentation will effectively communicate the intended purpose and event focus to the audience. Evidence will be supported by records of practical activity and digital media.

**For Merit standard,** learners will produce a clear, balanced evaluation of the proposed large sports event to include the relevance to the chosen country/region. They will consider most key challenges associated with implementing the proposal and give generally relevant reasons for their views, linked to results of their research. Learners will produce a comprehensive, realistic plan for the one-off large-scale sports spectator event opportunity that will include consideration of any relevant legal and ethical implications and how these might affect their proposal. Learners will explore the resources required. The plan will include the aims and objectives of the planned event and a marketing approach that shows correct understanding of the importance of marketing and promotion of a one-off large sporting event. Learners will plan and access resources required for the presentation. Learners will produce a clear, structured individual presentation that attracts interest from the audience. Supporting documents will be detailed and show links to the research carried out before the presentation. The documents will clearly communicate the proposed event to the audience. They will demonstrate an appropriate, clear approach to measuring the success of learner's proposal against set objectives. Evidence will be supported by records of practical activity and digital media.

**For Pass standard,** learners will carry out research using both primary and secondary sources of information into current opportunities for a large sports spectator event that would be relevant and appropriate to their chosen country/region. The research will be carried out correctly and evidenced in a plan and proposal that is mainly appropriate and realistic. There will be some variety in the information sources used. Learners will show a realistic understanding of the sporting event opportunity, customer demand and resource requirements for a large one-off sporting event opportunity. They will give some relevant examples or reasons to support their explanation. Learners will produce a competent, realistic proposal and plan that includes some consideration of straightforward legal and ethical considerations. There will be evidence that learners have considered the main resources required to set up the event with some relevant examples or reasons given for the resources identified. Learners will include evidence of basic understanding of the main marketing requirements for the sports event. Learners will produce a presentation that accurately explains the one-off large sporting event. They will use a variety of resources to produce the presentation, most of which will be relevant to the event proposal. Learners will produce appropriate documents to generate interest in the sports event. The supporting documents will show relevance to the proposal or prior research undertaken. Evidence will be supported by records of practical activity and digital media.

## Links to other units

This unit links to:

- Unit 5: Self-employment in Sport and Physical Activity
- Unit 12: Sport Tourism
- Unit 13: Sports Journalism
- Unit 14: Marketing Communications
- Unit 18: Sport and Leisure Facilities Management
- Unit 19: Sport and Leisure Facility Operations
- Unit 30: Organising Events in Sport and Physical Activities
- Unit 31: Influence of Technology in Sport and Physical Activity

## Employer involvement

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

- guest speakers
- developing links with event providers, regional ministries, stadium owners, independent event organisations and marketing departments
- visits and participation in events.

## Opportunities to develop transferable employability skills

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- research skills
- working on own initiative
- problem solving
- business skills
- planning
- presentation
- evaluation skills.



# Unit 21: History of Liverpool Football Club

Level: 3

Unit type: Internal

Guided learning hours: 30

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## Unit in brief

Learners will explore the history of football and its governance before focusing on Liverpool Football Club (LFC) and its impact on the domestic, European and world stages.

## Unit introduction

LFC is the biggest football family around the world with fans from every corner of the globe. Often known as the '12<sup>th</sup> man', the loyalty of fans is second to none as they show their support to all players and managers. It would be difficult to find anyone who does not recognise the famous Liver bird or the sound of the Kop on a match day with a rendition of 'You'll Never Walk Alone'. With their huge on-pitch success on both the domestic and European stages coupled with a huge number of iconic players, LFC is the dream location for any ambitious footballer and passionate fan.

Throughout this unit, learners will explore football in general, focusing on the creation of the game as we know it and its major developments. They will also delve into the governance of football within England, Europe and the world and how this has helped the game to develop. Learners will go on to focus on LFC and the history of this magnificent club. They will examine key achievements as well as players and managers who have all helped to play a role in creating a rich history for LFC. Learners will examine major moments within the clubs history such as the Hillsborough disaster. This unit will conclude with the examination of LFC's impact on the history of world football.

This unit will help you to develop your knowledge of both football and LFC as a world leading club.

## Learning aims

In this unit you will:

- A** Explore the inception and modernisation of football and its governance
- B** Examine the history of Liverpool Football Club
- C** Investigate the position of Liverpool Football Club within the history of world football.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore the inception and modernisation of football and its governance	<b>A1</b> History of football in England <b>A2</b> The governance of football <b>A3</b> Key developments that have shaped football worldwide <b>A4</b> Importance of football history for future developments within the game	<p>A fact-file for fans to understand the development of football and its governance.</p> <p>A written report to provide further depth to the fact-file.</p>
<b>B</b> Examine the history of Liverpool Football Club	<b>B1</b> Club, players and managers <b>B2</b> Key historical moments <b>B3</b> The socio-economic impact of LFC	<p>A presentation of the history of LFC and its position within world football.</p>
<b>C</b> Investigate the position of Liverpool Football Club within the history of world football	<b>C1</b> Position of LFC in the history of world football <b>C2</b> Impact of LFC on the history of world football	



## Content

### Learning aim A: Explore the inception and modernisation of football and its governance

#### A1 History of football in England

- Originated in England.
- Splitting of mob football into rugby football and association football.
- Key developments within the game:
  - subscription TV (influx of money)
  - introduction of Wembley
  - the new Wembley
  - introduction of shirt numbers
  - impact of radio broadcast and live TV games
  - impact of World War 1 and World War 2
  - post-war boom
  - the first Golden Age years
  - 1966 World Cup
  - introduction of the penalty shoot out
  - introduction of goal line technology
  - rise of the women's game
  - introduction of video assistant referee (VAR)
  - impact of Hillsborough.

#### A2 The governance of football

Understanding how governance bodies relate to each other and their responsibilities within each country, continent and across the world.

- England:
  - creation of the Football League
  - creation of the FA
  - creation of rules
  - introduction of the FA Cup
  - introduction of League Cup
  - creation and introduction of the Premier League.
- Europe:
  - creation of UEFA
  - introduction of the UEFA Europa League
  - introduction of the UEFA Champions League
  - introduction of the UEFA Women's Champions League
  - introduction of the UEFA Youth Cup
  - introduction of the UEFA Super Cup.
- Rest of the world:
  - creation of worldwide NGBs and IGBs including: FIFA, CONCACAF and SAFA
  - first World Cup (Uruguay, 1930)
  - first Women's World Cup (China, 1991)
  - creation of African Cup of Nations
  - creation of the Club World Cup.

- The structure of football, e.g. the FA football pyramid:
  - how football's NGBs and IGBs work together
  - the importance of football's NGBs and IGBs united front.

### **A3 Key developments that have shaped football Worldwide**

- Equipment:
  - balls – developments and change in materials
  - goal nets
  - boots
  - shin protection
  - shirts – sponsors, players' names, number.
- Media:
  - radio broadcasts
  - newspapers and magazines
  - television, e.g national channels, local channels, Sky TV, pay-to-view channels
  - football specific television programmes, e.g. Match of the Day
  - 'This is Anfield' fan website
  - Liverpool FC TV.
- Technology:
  - introduction of video assistant referee (VAR)
  - goal line technology.
- Legislation:
  - The Bosman ruling (1995) and the impact of freedom of movement
  - introduction of financial fair play regulations (2010).
- Successes:
  - World cup, UEFA and other international cup wins and the impact this has on a country, e.g. England, 1966.
- Rules changes:
  - backpass law
  - offside rule
  - substitutions during games
  - temporary rules, e.g. those introduced following Covid-19.

### **A4 Importance of football history for future developments within the game**

- To influence direction of football.
- Positively influence behaviours within the game.
- Providing a framework for future success.
- Providing guidance for development.
- As a way to understand cultural differences.
- Clubs rich in history attract wider audiences.

## Learning aim B: Examine the history of Liverpool Football Club

### B1 Club, players and managers

- Club:
  - creation of the club (1892)
  - originally played in blue and white
  - key figures in the history of LFC:
    - John Houlding (founder)
    - Archibald Leitch (architect of Anfield and other revered UK stadia)
    - John Smith: chairman during the most successful period of LFC (1973-1990)
    - Ronnie Moran: player (1952-1966), coach (1966-1998), caretaker manager (1991 and 1992)
  - ownership and the impact of different owners
    - Fenway Sports Group
    - George Gillett and Tom Hicks
    - David Moores
  - introduction of the all red kit (1964).
- Anfield stadium (built 1884):
  - original occupants (Everton FC)
  - known around the world
  - expansions to different parts of the stadium to increase capacity
  - movement to all seater
  - Kop end (Spion Kop)
  - Anfield Road End
  - Sir Kenny Dalglish stand
  - use as an international ground (Euro's, 1996)
  - landmark and statues, e.g. Shankly gates, Bill Shankly statue.
- Substantial impact of managers, e.g.:
  - William Edward Barclay and John McKenna (1892-1896)
  - Bill Shankly (1959-1974)
  - Bob Paisley (1974-1983)
  - Joe Fagan (1983-1985)
  - Kenny Dalglish (1985-1991 and 2011-2012)
  - Gerrard Houllier (1998-2004)
  - Rafael Benetiz (2004-2010)
  - Jurgen Klopp (2015-present)
  - Vicky Jepson (Women's association football manager, 2018-present)
  - Matt Bears (Women's association football manager, 2012-15).
- Substantial impact of players, e.g.:
  - Billy Liddell (1938–1961)
  - Roger Hunt (1958–1969)
  - Steve Heighway (1970–1981)
  - Kenny Dalglish (1977–1990)
  - Graeme Souness (1978–1984)
  - Ian Rush (1980-1987 and 1988-1996)
  - John Barnes (1987–1997)
  - Steven Gerrard (1998–2015)
  - Jamie Carragher (1996–2013)
  - progression through the academy to first team action.

**B2 Key historical moments**

Learners should understand the impact of each of these historical moments on football as well as the successes of LFC.

- Champions of the football league (1901).
- The rise under Shankly.
- Heysel stadium disaster (1985).
- The Hillsborough disaster (1989).
- First FA Cup win 1965 (despite the cup being introduced 70 years prior).
- European triumph:
  - Rome (1977)
  - Istanbul (2005).
- Premier League triumph:
  - near misses (2<sup>nd</sup> in 2000-01, 2008-09, 2013-14, 2018-19)
  - champions (2020).
- Other triumph:
  - UEFA Cup
  - Women's Super league
  - Charity Shield
  - FA Cup
  - FA Youth Cup.
- Impact of history on business decisions within the club:
  - financial gain brought about as a result of successes
  - club ownership affecting finances
  - attraction of big name players.

**B3 The socio-economic impact of LFC**

- Socio-economic landscape of Liverpool as a city:
  - deprivation
  - North/South divide within the city
  - Toxteth riots and the impact
  - closing of the docks.
- The socio-economic impact of LFC within the city of Liverpool:
  - community-based activities to support the city.
- Political influence following WW1 and WW2.
- Effects of economic downturn:
  - 1980's
  - 1990's
  - The Great Recession
  - Covid-19 (2020).

- The impact of football on the city of Liverpool:
  - employment opportunities
  - Saturday traditions, e.g. father and son time at the match, 3pm kick-offs, chanting on the terraces
  - providing a focal point from the realities of life (closing of docks, Toxteth riots, post-war, post-Hillsborough and Heysel disasters)
  - LFC as a family
  - city wide parades of trophies
  - provide community-based activities to support residents.

### **Learning aim C: Investigate the position of Liverpool Football Club within the history of world football**

#### **C1 Position of LFC in the history of world football**

- Rich history of success and dominance for periods of time.
- Development of world class players throughout history.
- World-wide brand:
  - liver bird
  - club badge
  - 'This is Anfield' tunnel sign
  - club anthem 'You'll Never Walk Alone'
  - red kit.
- Fan base:
  - fierce loyalty
  - international following.
- Fierce rivalries in the UK:
  - Everton FC
  - Manchester United FC
  - Manchester City FC
  - Chelsea FC.
- Planning for future success:
  - academy developments
  - sale of players
  - purchasing of players.

#### **C2 Impact of LFC on the history of world football**

- Bill Shankly's world class transformation raising the bar in football.
- Bob Paisley's success to win 3 European Cups.
- Setting high standards for other clubs to strive to achieve.
- Producing world class players.
- Producing world class coaches.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the inception and modernisation of football and its governance</b>		<b>A.D1</b> Analyse the development of football in England, Europe and the World.
<b>A.P1</b> Explain the inception of football to modern day. <b>A.P2</b> Explain the developments in governance within football.	<b>A.M1</b> Compare and contrast the developments in football in England, Europe and the World.	
<b>Learning aim B: Examine the history of Liverpool Football Club</b>		<b>BC.D2</b> Evaluate the impact of Liverpool Football Club on football in England, Europe and the World.
<b>B.P3</b> Explain the impact of three players and managers on the success of Liverpool Football Club.	<b>B.M2</b> Explain the socio-economic impact of Liverpool Football Club on the City of Liverpool.	
<b>Learning aim C: Investigate the position of Liverpool Football Club within the History of World Football</b>		
<b>C.P4</b> Explain the impact of Liverpool Football Club on world football.	<b>C.M3</b> Assess the success of Liverpool Football Club in gaining a world-wide fan base.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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 aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, C.P4, B.M2, C.M3, BC.D2)

## Further information for teachers and assessors

### Resource requirements

There are no special resources needed for this unit.

### Essential information for assessment decisions Learning aim A

**For Distinction standard,** learners will provide depth to their fact-file via a written report that delves into the development of football in England, Europe and the world. Focusing on the history of football, its governance, world-wide developments and the impact history will have on the future of the game of football, learners will provide a detailed analysis that incorporates all positives of the game that we love today and the potential for shaping future football.

**For Merit standard,** learners will consider a variety of similarities and differences between football in England, Europe and the rest of the world. Learners may find this easier to split this into three sections to compare and contrast England to Europe, England to the rest of the world and Europe to the rest of the World. This may allow a more focused approach to incorporate the many similarities and differences that we see today.

**For Pass standard,** learners will create a fact-file that explains how football was created through to modern day football along with the introduction of governing bodies and their development over time. Learners should make this fact-file interesting and eye-catching to engage a reader and demonstrate their real love for football and understanding of how the game has developed over the years.

### Learning aims B and C

**For Distinction standard,** learners will consider the positive impact of Liverpool Football Club on domestic, European and worldwide football. They will also look at any potential negative impact that may have occurred over the years, e.g. the Heysel Stadium Disaster (1985). Learners should focus upon the high standards set by key figures such as Bill Shankly and Bob Paisley who helped to shape a club rich in success and the production of world class players and coaches. Learners should conclude with their own opinions from the information that they have considered as to the overall impact of Liverpool Football Club within England, Europe and the world.

**For Merit standard,** learners will consider the socio-economic outlook of the city of Liverpool and the way that this has impacted on local residents. They will go on to explore how Liverpool Football Club have impacted the city's socio-economic landscape as well as the impact of key events such as both World Wars, various economic downturns, Toxteth riots, closing of the docks and deprivation. Learners will consider how Liverpool Football Club have successfully secured a world-wide loyal fan base through the development of the club from inception to modern day and the magnitude of its success gained through the creation and/or development of key players and managers.

**For Pass standard,** learners will consider how players and managers have impacted on the success of Liverpool Football Club. They will select three players and managers to explore, providing explanations as to how they have aided the clubs success. They will provide an explanation of how Liverpool Football Club has impacted on the world football stage through their various triumphs.



**Links to other units**

This unit links to:

- Unit 38: Coaching football The Liverpool Way.

**Employer involvement**

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

- guest speakers.

**Opportunities to develop transferable employability skills**

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- written communication
- verbal communication
- team work
- working on own initiative
- evaluation skills.



# Unit 22: Liverpool Football Club as a Business

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners will consider the skills needed to work in an elite football club, understand the principles that make Liverpool Football Club (LFC) successful, and how these principles can be applied to other organisations.

## Unit introduction

LFC's progress both on and off the field has been built on a model which many football clubs now aspire to. Everyone is working towards a common goal, from the club's owners to the staff across the club, and this influences the day-to-day and long-term strategic objectives being set and delivered. Using all available avenues to drive commercial success to ensure the club is able to be as competitive as possible on the pitch is a challenge, and there are hundreds of people who do not kick a football working within the club to make the LFC brand an international phenomenon, without forgetting the important role this business plays within its local community.

In this unit you will initially reflect on careers within an elite football club, covering a variety of roles. To complement your investigation, you will explore the skills and qualities needed to be a successful employee, considering the impact those attributes can have on roles within different career pathways. As a potential candidate you will produce a career development action plan to achieve your goals in the short, medium and long term, and suggest appropriate ways to develop your skills and qualities. Next you will research the ethos and values, organisational structure and functional areas within LFC and how these make it a successful business model within the sports sector. You will measure the impact these may have on the business and how they aim to create a positive future for LFC. Lastly you will investigate the contribution of the LFC brand and the international activities of the business on global brand development, looking at the success of the LFC brand and the increase in interest from fans living across the world. Investigating the activities delivered on the international stage paints a clear picture of the impact and importance of international relationships in growing LFC as a global brand and successful business.

## Learning aims

In this unit you will:

- A** Examine the careers available in an elite football club
- B** Explore the ethos and values of Liverpool Football Club and the organisation of this elite football club
- C** Investigate the contribution of branding and international activities to elite football clubs.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Examine the careers available in an elite football club	<b>A1</b> Careers in an elite football club <b>A2</b> Career reflection <b>A3</b> Developing a career development action plan	<p>An investigative report into careers in an elite football club.</p> <p>A personal skills audit and a careers development action plan for a specific job role in an elite football club, with recommendations for development of own skills and qualities.</p>
<b>B</b> Explore the ethos and values of Liverpool Football Club and the organisation of this elite football club	<b>B1</b> Liverpool Football Club ethos and values <b>B2</b> Organisational structure of Liverpool Football Club	<p>A report that includes:</p> <ul style="list-style-type: none"> <li>• a review of the ethos and values of LFC</li> <li>• an evaluation of the importance to the success of LFC of functional areas working together as one team with the same ethos and values.</li> </ul>
<b>C</b> Investigate the contribution of branding and international activities to elite football clubs	<b>C1</b> Importance of global branding to LFC <b>C2</b> International activities and developments	<p>A report on the effectiveness of branding and international activities in developing global brand awareness for LFC.</p>

## Content

### Learning aim A: Examine the careers available in an elite football club

#### A1 Careers in an elite football club

Learners will investigate the job roles available in an elite football club.

Roles such as:

- Football roles, e.g.:
  - managers and assistant managers
  - coaches and assistants, e.g. first team, goalkeeper, fitness, elite development, under 23s, under 18s.
- Football operations, e.g.:
  - medical specialists to include fitness and conditioning, rehabilitation and injury, nutritionists, player welfare, team doctors, physiotherapists and masseurs
  - scouts
  - technical analysts.
- Commercial, e.g.:
  - digital media assistants
  - marketing assistants
  - merchandising, retail and distribution managers
  - hospitality workers, e.g. in restaurants, cafes, bars
  - conferencing and events staff
  - fan experience and services
  - stadium managers and staff.
- Central support/club functions, e.g.:
  - financial administrator
  - strategist
  - human resources (HR) assistant
  - legal and club secretaries.
- Communications and public relations (PR), e.g.:
  - PR and internal communications officers
  - press officers.

#### A2 Career reflection

Learners will create a personal skills audit in order to examine the skills and qualities needed to establish a career in a football club using a specific job description.

- Personal skills audit – matching skills and knowledge with those required in a job description.
- Job description:
  - duties and responsibilities
  - qualities
  - qualifications
  - skills
  - required behaviours and experience
  - interests and accomplishments.

- Qualities:
  - reliability
  - organisation
  - commitment
  - resilience
  - empathy.
- Skills:
  - technical and practical
  - literacy
  - numeracy.
- Personal experiences:
  - accomplishments
  - leadership
  - employment and job-related employment
  - volunteer work
  - travel.
- Qualifications:
  - educational
  - sector-specific
  - role-specific.
- Generic employability skills:
  - teamwork
  - cooperation
  - communication
  - problem solving.

### **A3 Developing a career development action plan**

Learners will create a career development action plan for a specific job in an elite football club.

- Career development action plan (CDAP): focuses thoughts and ideas into a series of steps to achieve career objectives within a realistic timescale.
- Identifying training, educational and personal targets/goals and key timescales:
  - short term – two years
  - medium term – five years
  - long term – 10 years.
- Identifying processes to achieve own targets/goals.
- Careers guidance and support available.
- Education choices.

## **Learning aim B: Explore the ethos and values of Liverpool Football Club and the organisation of this elite football club**

### **B1 Liverpool Football Club ethos and values**

Learners will explore the ethos and values of LFC, its club charter, and impact on the operation of the business.

- Vision – the ideal of what the business wants to achieve over time by focusing on its goals and aspirations:
  - #WeAreLiverpool: ‘As one team we realise our fans’ dreams by playing winning football and creating new history each day. We are Liverpool, turning doubters into believers since 1892.’
- Values – core values, how the business acts:
  - the ‘Liverpool Way’: dignity, ambition, unity, commitment.
- Approach to equality, diversity and inclusion:
  - ‘Red Together’
  - accessibility for disabled supporters – wheelchair users; ambulant supporters
  - safeguarding.
- Social responsibilities:
  - community links and engagement – engaging the community in football and non-football activities, ‘Red Neighbours’
  - supporting charity: ‘The LFC Foundation’.

### **B2 Organisational structure of Liverpool Football Club**

Learners will explore the organisational structure and the purposes and activities of the functional areas of LFC, and how these functional areas work together as one team.

- Hierarchical organisational structures, e.g.:
  - principal owner/chairman
  - board of directors
  - executive committee
  - managers
  - employees.
- Functional areas/departments and their purposes and activities, e.g.:
  - football operations
  - commercial
  - central support/club functions
  - communications and public relations (PR).
- Importance of collaboration between each functional area/department.
- Measures of success, e.g. revenue, fan numbers in the stadium (including corporate hospitality), size of digital audience, viewing figures, the experience for employees and visitors.

## **Learning aim C: Investigate the contribution of branding and international activities to elite football clubs**

### **C1 Importance of global branding to LFC**

Learners will understand the use of branding and its value to LFC.

- Branding: the elements that define the image, ethos and tone of a business and its products.
- Brand: a characteristic name, symbol or shape that distinguishes a product from that of another supplier.
- Global brand: a brand that is recognised throughout much of the world.
- Brand touchpoints – any place where consumers encounter a brand, such as:
  - advertising
  - merchandise, e.g. flags and pennants, branded clothing
  - uniforms, e.g. playing kits
  - signage and logos, e.g. club crest
  - content marketing, e.g. web pages, blogs, videos, podcasts, email, social media sites and communities.
- Brand protection.

### **C2 International activities and developments**

Learners will understand the importance of international activities and developments to LFC.

- Role of international/overseas activities for elite football clubs:
  - retention and expansion of fan base
  - development of brand awareness
  - commercial income
  - attracting sporting talent from overseas.
- International/overseas activities carried out by LFC:
  - youth coaching programmes
  - men and women first team tours
  - membership schemes
  - retail stores
  - links to local communities – fundraising activities and events to raise the club's profile
  - websites and social accounts
  - official supporters' clubs.



## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the careers available in an elite football club</b>		<b>A.D1</b> Recommend personal actions to be taken to develop own skills and qualities to gain a specific role in an elite football club.
<b>A.P1</b> Explain the roles in an elite football club.	<b>A.M1</b> Analyse the suitability of own skills and qualities for a specific role in an elite football club.	
<b>A.P2</b> Explain the skills and qualities needed to work in an elite football club.		
<b>A.P3</b> Reflect on own skills and qualities for a specific role in an elite football club.		
<b>Learning aim B: Explore the ethos and values of Liverpool Football Club and the organisation of this elite football club</b>		<b>B.D2</b> Evaluate the importance to the success of an elite football club of functional areas working together as one team with the same ethos and values.
<b>B.P4</b> Explain the ethos and values of LFC.	<b>B.M2</b> Analyse the impact of LFC's ethos and values on the operation of the business. <b>B.M3</b> Analyse the importance of collaboration between the different functional areas of an elite football club.	
<b>B.P5</b> Describe the organisational structure of an elite football club.		
<b>B.P6</b> Describe the role played by the different functional areas of an elite football club.		
<b>Learning aim C: Investigate the contribution of branding and international activities to elite football clubs</b>		<b>C.D3</b> Evaluate the effectiveness of branding and international activities in developing global brand awareness for LFC.
<b>C.P7</b> Describe the branding used by LFC.	<b>C.M4</b> Analyse the importance of branding and international activities in developing global brand awareness for LFC.	
<b>C.P8</b> Describe the international activities linked to LFC.		

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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.P3, A.M1, A.D1)

Learning aim: B (B.P4, B.P5, B.P6, B.M2, B.M3, B.D2)

Learning aim: C (C.P7, C.P8, C.M4, C.D3)

## Further information for teachers and assessors

### Resource requirements

There are no special resources needed for this unit.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard,** learners will carry out an investigation into three job roles in an elite football club and create a personal skills audit and a careers development action plan (CDAP) for one of these roles. Learners will analyse how effective their own skills and qualities would be in meeting the needs of a specific role. They will include a detailed action plan clearly linked to the personal development needed for this role, recommending suitable actions.

**For Merit standard,** learners will carry out an investigation into three job roles in an elite football club and create a personal skills audit and a CDAP for one of these roles. The plan must analyse their skills and qualities in relation to their suitability for this role.

**For Pass standard,** learners will carry out an investigation into three job roles in an elite football club, including the skills and qualities needed for these roles. They will choose one of these roles and use a skills audit to reflect on their own skills and qualities in relation to this role.

#### Learning aim B

**For Distinction standard,** learners must investigate the ethos and values of LFC and its organisation and functional areas. They will evaluate the importance to the success of the business of these functional areas working together as one team with the same ethos and values. They will consider, for example, how this has led to improved business opportunities. They will come to a supported conclusion as to how working together as one team contributes to the success of the football club as a whole.

**For Merit standard,** learners will analyse the impact of the ethos and values on the operation of LFC. They will give a detailed breakdown supported by the use of current examples that illustrate how the ethos and values of the club are set out and implemented, and the benefits/drawbacks for the business. They will analyse the importance of collaboration between the different functional areas within LFC by illustrating the successes as well as the consequences of not working together with the same common ethos and values.

**For Pass standard,** learners will review the ethos and values of LFC and explain how these are communicated and implemented by the business, using current examples. Learners will also describe the organisational structure of LFC and the purposes and activities of the different functional areas/departments in this business.

## Learning aim C

**For Distinction standard**, learners will evaluate the effectiveness of branding and international activities in developing global brand awareness for LFC. They will consider their impact on the global brand awareness of LFC, both positive and negative, and come to a supported conclusion.

**For Merit standard**, learners will analyse the importance to LFC of branding and of international activities in developing global brand awareness for the business. This will be a detailed breakdown supported by the use of current examples for both branding and international activities.

**For Pass standard**, learners will describe the branding and international activities carried out by LFC. They will use current examples to support each description.

## Links to other units

This unit links to:

- Unit 21: History of Liverpool Football Club
- Unit 37: The Liverpool Coach – Employability Skills
- Unit 38: Coaching Football The Liverpool Way.

## Employer involvement

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

- interaction with local employers involved in the sector, such as representatives from local teams (amateur and professional) and local businesses
- visits to local football clubs.

## Opportunities to develop transferable employability skills

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- teamwork
- working on their own initiative
- problem solving
- planning
- evaluation skills
- written communication skills
- verbal communication skills.

All these skills will be invaluable to learners in their future study and career opportunities.

# Unit 23: Talent Identification and Development in Sport

Level: 3

Unit type: Internal

Guided learning hours: 30

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## Unit in brief

The aim of this unit is to provide learners with an understanding of the principles that underpin the process of talent identification and the steps that different sports take to develop talented individuals.

## Unit introduction

Many thousands of young people who participate in sport aspire to participate at an elite level. The dream to become a star performer and compete on the international stage may even be the main motivation for taking part from an early age.

In this unit you will consider and explore concepts such as how sport specialist predict that some athletes will achieve greatness in sports and the difference between a good and elite athlete. You will understand why professional sports clubs and organisations invest heavily in talent identification and development in an attempt to answer these questions. Potential talent may not be obvious at an early age, but there will normally be some indicators that enable trained individuals to identify potential talent. Developing talented sports performers is not simply about producing the next sporting superstar, it is also about developing performers who can enjoy sports at different levels and have experiences that make a lasting positive impact on their lives and the lives of those around them.

There is a worldwide industry in talent recognition and development and many people are employed in finding gifted sports individuals and developing the talent they possess. This unit will provide a sound foundation of knowledge on the acquisition of skill for progression to employment. This unit will also help you to progress to further study in higher education or to professional qualifications in the sports and business industry.

## Learning aims

In this unit you will:

- A** Explore the indicators used to identify talent in sports
- B** Investigate the talent and performance pathways used by different sports to identify and develop talent
- C** Plan a talent identification campaign for a chosen sport.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<p><b>A</b> Explore the indicators used to identify talent in sports</p>	<p><b>A1</b> Indicators of talent <b>A2</b> Application to sports</p>	<p>A written report that evaluates the application of talent indicators in at least two different sports (or two positions within a team sport). The report will also explain how these sports define their key talent indicators in relation to their requirements and provide some examples from chosen sports.</p>
<p><b>B</b> Investigate the talent and performance pathways used by different sports to identify and develop talent</p>	<p><b>B1</b> Talent and performance pathways <b>B2</b> Talent identification programmes <b>B3</b> Talent development programmes</p>	<p>Promotional material that explains the concepts of talent and performance pathways. The promotional material will also explain the importance of talent identification and development programmes to sports performance, providing examples from chosen sports.</p>
<p><b>C</b> Plan a talent identification campaign for a chosen sport</p>	<p><b>C1</b> Sports specific talent indicators <b>C2</b> Assessment approach <b>C3</b> Talent identification plan</p>	<p>Produce a plan that details an approach for a chosen sport. The plan will have a rationale behind what indicators have been selected in relation to the chosen sport and suggest relevant benchmarks for assessment. The plan will also suggest how identified talent will enter the first stages of the talent development programme for the chosen sport.</p>

## Content

### Learning aim A: Explore the indicators used to identify talent in sports

Various sports such as tennis, football, rugby and cricket use different indicators to identify talent as each sport (and in some cases playing positions within a sport) requires different characteristics, skills and physical attributes.

#### A1 Indicators of talent

Different sports will have a specific set of indicators of talent based on the technical, physical, physiological, psychological and social requirements for success.

- Technical skills, e.g. general motor skills, technical and tactical skills.
- Physical, e.g. height, weight, muscle mass, somatotype.
- Physiological, e.g. aerobic endurance, anaerobic power.
- Psychological, e.g. confidence, concentration, anticipation, decision-making, game intelligence.
- Sociological, e.g. parental support, practice opportunities, education, communication skills, self-esteem.

#### A2 Application to sports

Assessment of talent indicators could be either subjective opinion-based judgements or objective measurements. This will vary between sports.

- Subjective assessments; observation of performances (scouting), individual performance/series of performances:
  - technical, tactical, physical, psychological
  - TABS (technique, attitude, balance, speed)
  - SUPS (speed, understanding, personality, skill)
  - TIPS (technique, intelligence, personality, speed)
  - PAS (pace, attitude, skill).
- Objective assessments:
  - fitness tests (cardiovascular fitness, power, speed, flexibility)
  - match analysis (pass completion, goals/assists, unforced errors, winners)
  - stroke analysis (angle of release, velocity, count/rate).

## **Learning aim B: Investigate the talent and performance pathways used by different sports to identify and develop talent**

### **B1 Talent and performance pathways**

Talent and performance pathways are specific to each sport, but they will follow common principles.

- Talent pathway:
  - provide a progression route for development of identified talented sports performers
  - provision of organised and structured development opportunities:
    - linked and progressive development of skills techniques and tactics
    - monitoring progress by regular measurement of development/milestones/benchmarks
    - access to appropriate competition opportunities to aid development
    - in line with the requirements of national governing bodies/club academies and national teams
    - organised in relevant age groups/stages of development/performance levels
  - provide a balance of education and training.
- Performance pathway:
  - progression from Talent pathway – focusing on the elite talent
  - high performance structures (elite training environment, superior equipment, sport specific technology, appropriate time commitment)
  - access to high level coaching
  - high performance support (physiotherapist, education liaison, psychologist, doctor)
  - potential involvement with club's first team/under 23/reserve teams
  - linked to professional club environment, national teams and/or funding bodies.
- Partnerships:
  - Olympic talent identification programmes
  - education (scholarship programmes)
  - national governing body support
  - professional sports academies.

### **B2 Talent identification programmes**

Different sports will have their own processes for the identification of talented performers in their sport, but these programmes will follow some common principles.

- Programme should be inclusive and accessible:
  - representative of population
  - maintain performance standards
  - remove barriers to access



- Structure of talent identification programmes:
  - clear aims and purpose; what is the programme looking for
  - phases and stages of identification
    - Phase 1 – initial/generic testing and assessment
    - Phase 2-3 – specialist testing/screening
    - Phase 4 – confirmation of selection
  - use of sport specific assessment process
    - identification of sports specific talent predictors
    - subjective/objective measures
    - generic, sports specific tests
    - interpretation of results vs benchmark data
  - allocation of resources to coordinate and delivery the programme
    - human, physical, fiscal.
- Potential for partnership delivery:
  - local government organisations authorities
  - national governing bodies of sport
  - education institutions.
- Current talent identification campaigns/approaches, e.g.
  - generic talent recruitment programmes (a sport is selected for the athlete based on testing process).
  - scouting processes
  - trials.

### **B3 Talent development programmes**

The development programme ensures athletes' skills and talents are developed as well as ensuring their health and wellbeing are cared for.

Different sports will have their own processes for the development of athletes/players/performers in their sport, but these programmes will follow some common principles.

- Follow an athlete centred approach:
  - ensure athlete welfare (physical and psychological)
  - provide holistic development of the individual
  - encourage self-reliance
  - support athlete decision making.
- Enable a personalised approach:
  - allow for non-linear development (not everyone progresses at the same rate)
  - goal oriented – balance between short- and long-term goals
- Provide an inclusive and accessible environment whilst maintaining performance standards.
- Offer education and development to ensure highly qualified support staff:
  - qualifications and experience to support developing sports performers.

### **Learning aim C: Plan a talent identification campaign for a chosen sport**

The talent identification campaign should be designed for a sport of the learners choice and be different to the programmes reviewed in Learning aim B.

#### **C1 Sports specific talent indicators**

- Aims and purpose of talent identification programme,
- Sports specific performance indicators:
  - components of fitness, e.g. cardiovascular endurance, power, flexibility, speed, coordination
  - psychological skills, e.g. decision making, confidence, teamwork
  - technical and tactical skills.

#### **C2 Assessment approach**

- Subjective assessment:
  - scouting reports, e.g. TABS, SUPS, TIPS, PAS
  - performance of specific techniques
  - tactical performance in competitive situations.
- Objective assessment such as:
  - physical tests. e.g. cardiovascular
  - endurance, e.g. multi stage fitness test
  - speed, e.g. 30m sprint test)
  - flexibility, e.g. sit and reach test
  - power, e.g. vertical jump test
  - agility, e.g. Illinois agility test.
- Psychological screening, e.g. personality tests, confidence, goal setting, motivation/attitudinal testing.

#### **C3 Talent identification plan**

- Aims of the talent identification campaign:
  - define what the sport is looking for.
- Rationale for assessment approach
  - Phase 1
  - Phase 2-3
  - Confirmation.
- Suggest benchmarks.
- Propose next steps for talent development.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the indicators used to identify talent in sports</b>		
<b>A.P1</b> Describe the different indicators of talent for performers in sport.	<b>A.M1</b> Compare and contrast the talent indicators and assessment used for different sports.	
<b>A.P2</b> Assess subjective and objective assessment as talent indicators for different sports.		
<b>Learning aim B: Investigate the talent and performance pathways used by different sports to identify and develop talent</b>		
<b>B.P3</b> Describe the common principles of talent and performance pathways.	<b>B.M2</b> Explain the role that talent and performance pathways play in talent identification and development of different sports.	<b>B.D1</b> Evaluate the importance of the talent and performance pathways in the identification and development of talent.
<b>B.P4</b> Explain the talent identification and development programmes used by a selected sport.		
<b>Learning aim C: Plan a talent identification campaign for a chosen sport</b>		
<b>C.P5</b> Describe the sport specific talent indicators and assessment approach for a chosen sport.	<b>C.M3</b> Explain the choice of activities for the talent identification plan and recommend the next steps for the identified talent.	<b>C.D2</b> Evaluate the talent identification plan produced for a chosen sport by justifying the choice of activities for the talent programme and how the identified talent will progress.
<b>C.P6</b> Produce a talent identification plan for a chosen sport.		

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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)

Learning aim: B (B.P3, B.P4, B.M2, B.D1)

Learning aim: C (C.P5, C.P6, C.M3, C.D2)

## Further information for teachers and assessors

### Resource requirements

There are no special resources needed for this unit.

### Essential information for assessment decisions

#### Learning aim A

**For Merit standard,** learners will compare and contrast the talent indicators in their two chosen sports (or two different positions within a team sport) by discussing why each indicator of talent is appropriate for each chosen sport or position and why there are similarities and differences based on the performance requirements of each sport or position. They should use detailed examples throughout.

**For Pass standard,** learners will give a general outline of some of the indicators of talent that are appropriate for two chosen sports (or two contrasting positions within a team sport). There will be a basic level of explanation of their relevance to each sport (or position) in relation to the performance requirements. Learners will then assess different types of subjective and objective assessments that can be used as talent indicators within their chosen sports (or positions).

#### Learning aim B

**For Distinction standard,** learners will provide an evaluation of why talent identification and development programmes play an important role in the ongoing success of a chosen sport. Learners will provide a range of examples from their chosen sport and other sports to reinforce the role that they play in the development of the sport at performance level as well as considering the benefits of participation, the costs and benefits to the individuals and the challenges faced. They may also consider the value that the sports club places on talent programmes.

**For Merit standard,** learners will consider how talent and performance pathways contribute to the ongoing success of a chosen sport and provide some advantages and disadvantages in relation to the sport. There will be some examples from the chosen sport to reinforce the benefits and challenges to the sport and for the individuals involved.

**For Pass standard,** learners will provide an overview of the concept of talent and performance pathways, and the role that they play in the development of a chosen sport. They will provide examples of the positive and negative aspects of talent identification and development programmes for the chosen sport.

#### Learning aim C

**For Distinction standard,** learners will produce a comprehensive evaluation of the talent identification plan for their chosen sport which accurately reflects the performance needs of the sport. There will be a clear rationale to justify the talent indicators that have been proposed, what performance benchmarks would be expected and a clear vision as to how identified talent would fit into the first steps on a talent development programme for the sport.

**For Merit standard,** learners will provide a rationale behind the content of the proposed talent identification plan that has some links to the requirements of the chosen sport as well as clear suggestions as to how talent could be developed along the talent pathway for the chosen sport.

**For Pass standard**, learners will describe talent indicators and an assessment approach that could be implemented in their chosen sport. They will use this information to provide a proposal plan for a talent identification programme for a chosen sport that meets the performance needs of the sport. Learners should also provide an overview of how the talent identified in this process would fit into the talent development programme of the chosen sport.

### **Links to other units**

This unit links to:

- Unit 4: Ethics, Behaviours and Values
- Unit 27: Sports Psychology
- Unit 28: Fitness Testing.

### **Employer involvement**

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

- speakers who have experience of the talent identification and/or development programmes
- football academy coaching or sports science staff
- governing body coaches working on talent programmes.

### **Opportunities to develop transferable employability skills**

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- problem solving
- written communication skills

# Unit 24: Applied Sports Anatomy and Physiology

**Level: 3**

**Unit type: Internal**

**Guided learning hours: 90**

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## Unit in brief

Learners explore the structure and function of the skeletal, muscular, cardiovascular and respiratory systems and develop an understanding of the fundamentals of the energy systems.

## Unit introduction

The human body is made up of many different systems that work together and allow us to take part in a variety of sport and exercise activities. A sprinter will go from rest to all-out sprinting in a matter of seconds, whereas an endurance sports performer will continue exercising for many hours at a time. The skeletal and muscular systems work together to allow the body to perform a range of different movements. The cardiovascular and respiratory systems act as a delivery service, working together to supply oxygen and nutrients to the body which in turn are used to produce energy for muscular contraction. You will have probably experienced the effects of exercise on your body, your heart beats faster and your breathing rate increases, but have you ever wondered what else is happening inside your body to allow you to perform physical activity and exercise? The body has a number of systems that work together to allow you to take part in exercise by increasing the oxygen and energy supply to your muscles.

In this unit you will look at how these body systems respond to exercise in both the short and the long-term. You will explore the musculoskeletal and cardiorespiratory systems and how they respond to exercise and how the different energy systems interact to provide energy for the body during exercise. In order to appreciate how each of these systems function, you will study the structure of the skeletal, muscular, cardiovascular and respiratory systems. The structure of these systems are very different but in terms of operation, each system is closely linked. You will explore the different bones of the skeleton and the different types of joints, the major muscles of the body, muscle movement, the different types of muscle and muscle fibre types. You will also look at the structure of the heart and blood vessels. You will take part in practical activities and conduct physiological tests to see how each of the body systems reacts. You will investigate the physiology of exercise participation which will help you to explore how the musculoskeletal, cardiorespiratory and energy systems become more efficient in response to different types of exercise.

This unit will help you to progress to employment as a personal trainer, football coach and fitness instructor. The unit will also help you to progress to further study in higher education or to professional qualifications in sport and sports and exercise science-related qualification.

## Learning aims

In this unit you will:

- A** Examine the function of the musculoskeletal system and how it responds to exercise
- B** Examine the function of the cardiovascular system and how it responds to exercise
- C** Examine the function of the respiratory system and how it responds to exercise
- D** Explore the different types of energy systems and how they are used in exercise.



## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Examine the function of the musculoskeletal system and how it responds to exercise	<b>A1</b> Structure of skeletal system <b>A2</b> Function of skeletal system <b>A3</b> Structure and function of joints <b>A4</b> Structure of muscular system <b>A5</b> Function of muscular system <b>A6</b> Muscle fibre types <b>A7</b> Musculoskeletal responses to acute exercise <b>A8</b> Musculoskeletal responses to long-term exercise	A presentation evaluating the structure and function of the skeletal and muscular systems, how these produce effective movement, including the effects of acute and long-term exercise on the musculoskeletal system.
<b>B</b> Examine the function of the cardiovascular system and how it responds to exercise	<b>B1</b> Structure of cardiovascular system <b>B2</b> Function of cardiovascular system <b>B3</b> Cardiovascular responses to acute exercise <b>B4</b> Cardiovascular responses to long-term exercise	<p>A report evaluating the structure and function of the cardiovascular and respiratory systems, how these work together and how they adapt to response to exercise.</p> <p>Learners could draw the structure of the heart and key blood vessels and include pictures or diagrams of the respiratory system to illustrate their report.</p>
<b>C</b> Examine the function of the respiratory system and how it responds to exercise	<b>C1</b> Structure of respiratory system <b>C2</b> Function of respiratory system <b>C3</b> Respiratory response to acute exercise <b>C4</b> Respiratory long-term response to exercise	
<b>D</b> Explore the different types of energy systems and how they are used in exercise	<b>D1</b> Energy systems <b>D2</b> Energy systems' response to acute exercise <b>D3</b> Energy systems' response to long-term exercise	A presentation evaluating the different energy systems and the benefits of their adaptations for use in sport and exercise activities.

## Content

### **Learning aim A: Examine the function of the musculoskeletal system and how it responds to exercise**

#### **A1 Structure of skeletal system**

- Axial skeleton.
- Appendicular skeleton.
- Types of bone:
  - long bones
  - short bones
  - flat bones
  - irregular bones
  - sesamoid bones.
- Location of major bones:
  - cranium
  - clavicle
  - ribs
  - sternum
  - humerus
  - radius
  - ulna
  - scapula
  - ilium
  - pubis
  - ischium
  - carpals
  - metacarpals
  - phalanges
  - femur
  - patella
  - tibia
  - fibula
  - tarsals
  - metatarsals
  - vertebral column: cervical, thoracic, lumbar vertebrae, sacrum, coccyx.

#### **A2 Function of the skeletal system**

- Support.
- Protection.
- Attachment for skeletal muscle.
- Source of blood cell production.
- Store of minerals.
- Movement/leverage.

**A3 Structure and function of joints**

- Fixed.
- Slightly moveable.
- Synovial/freely moveable:
  - types
  - structures
  - movement at each joint.

**A4 Structure of the muscular system**

- Location and action of the major muscles:
  - biceps
  - triceps
  - deltoids
  - pectoralis major
  - rectus abdominis
  - rectus femoris
  - vastus lateralis
  - vastus medialis
  - vastus intermedius
  - semimembranosus
  - semitendinosus
  - biceps femoris
  - gastrocnemius
  - soleus
  - tibialis anterior
  - erector spinae
  - teres major
  - trapezius
  - latissimus dorsi
  - obliques
  - gluteus maximus.
- Types of muscle:
  - cardiac
  - skeletal
  - smooth.

**A5 Function of the muscular system**

- Movement:
  - antagonistic pairs
    - agonist
    - antagonist.
- Fixator.
- Synergist.
- Types of contraction:
  - isometric
  - concentric
  - eccentric
  - isokinetic.

### **A6 Muscle fibre types**

- Type I.
- Type IIa.
- Type IIb.
- Characteristics.
- Types of sports each is associated with.

### **A7 Musculoskeletal responses to acute exercise**

- Increased blood supply.
- Increase in muscle pliability.
- Increased range of movement.
- Muscle fibre micro tears.

### **A8 Musculoskeletal responses to long-term exercise**

- Hypertrophy.
- Increase in tendon strength.
- Increase in myoglobin stores.
- Increased number of mitochondria.
- Increased storage of glycogen and fat.
- Increased muscle strength.
- Increased tolerance to lactic acid.
- Increase in bone calcium stores.
- Increased strength in ligaments.
- Increased thickness of hyaline cartilage.
- Increased production of synovial fluid.

## **Learning aim B: Examine the function of the cardiovascular system and how it responds to exercise**

### **B1 Structure of cardiovascular system**

- Heart:
  - atria
  - ventricles
  - bicuspid valve
  - tricuspid valve
  - aortic valve
  - pulmonary valve
  - aorta
  - vena cava – superior and inferior
  - pulmonary vein
  - pulmonary artery.
- Blood vessels:
  - arteries
  - arterioles
  - capillaries
  - veins
  - venuoles.

**B2 Function of cardiovascular system**

- Delivery of oxygen and nutrients.
- Removal of waste products.
- Thermoregulation:
  - vasodilation and vasoconstriction of vessels.
- Function of blood:
  - oxygen transport
  - clotting
  - fighting infection.

**B3 Cardiovascular responses to acute exercise**

- Heart rate anticipatory response.
- Heart rate activity response.
- Increased blood pressure.
- Blood redistribution.

**B4 Cardiovascular responses to long-term exercise**

- Cardiac hypertrophy.
- Increase in stroke volume.
- Increase in cardiac output, decrease in resting heart rate.
- Capillarisation.
- Increase in blood volume.
- Reduction in resting blood pressure.
- Decreased heart rate recovery time.

**Learning aim C: Examine the function of the respiratory system and how it responds to exercise****C1 Structure of respiratory system**

- Nasal cavity.
- Epiglottis.
- Pharynx.
- Larynx.
- Trachea.
- Bronchus.
- Bronchioles.
- Lungs:
  - lobes
  - thoracic cavity
  - visceral pleura
  - thoracic pleura
  - pleural fluid
  - alveoli
  - diaphragm
  - intercostal muscles – external/internal
  - accessory respiratory muscles.

## **C2 Function of respiratory system**

- Gaseous exchange.
- Mechanisms of breathing:
  - inspiration
  - expiration.
- Lung volumes, e.g.:
  - tidal volume
  - vital capacity
  - residual volume.

## **C3 Respiratory response to acute exercise**

- Neural and chemical control.
- Increased tidal volume.
- Increase in breathing rate.

## **C4 Respiratory response to long-term exercise**

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

## **Learning aim D: Explore the different types of energy systems and how they are used in exercise**

### **D1 Energy systems**

- The role of Adenosine Triphosphate (ATP).
- Phosphocreatine.
- Lactic acid and anaerobic glycolysis.
- Aerobic energy system.
- Amount of ATP produced by each system.
- Sports that use these systems to provide energy.
- Recovery time.

### **D2 Energy systems' response to acute exercise**

- Phosphocreatine: increased creatine stores.
- Lactic acid: increased tolerance to lactic acid.
- Aerobic: increased availability of oxygen.
- Energy continuum.
- Energy requirements of different sport and exercise activities.

### **D3 Energy systems' response to long-term exercise**

- Increased aerobic and anaerobic enzymes.
- Increased use of fats as an energy source.
- Increased storage of glycogen.
- Increased number of mitochondria.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine the function of the musculoskeletal system and how it responds to exercise</b>		<b>A.D1</b> Evaluate how the functions of the musculoskeletal system produce effective movement and the effects of acute and long-term exercise.
<b>A.P1</b> Explain the structure and function of the skeletal system, including the different classifications of joints.	<b>A.M1</b> Analyse how the musculoskeletal system produces movement and the effects of acute and long-term exercise.	
<b>A.P2</b> Explain the function of the muscular system and the different fibre types, identifying the location of the major muscles in the human body.	<b>A.P3</b> Explain the acute and long-term effects of exercise on the musculoskeletal system.	
<b>Learning aim B: Examine the function of the cardiovascular system and how it responds to exercise</b>		<b>BC.D2</b> Evaluate how the cardiovascular and respiratory system work together and the adaptations they make following acute and long-term exercise.
<b>B.P4</b> Explain the structure and function of the cardiovascular system.	<b>B.M2</b> Analyse the function of the cardiovascular system and the acute and long-term effect of exercise.	
<b>B.P5</b> Explain the acute and long-term effects of exercise on the cardiovascular system.		
<b>Learning aim C: Examine the function of the respiratory system and how it responds to exercise</b>		
<b>C.P6</b> Explain the structure and function of the respiratory system.	<b>C.M3</b> Analyse the function of the respiratory system and the acute and long-term effect of exercise.	
<b>C.P7</b> Explain the acute and long-term effects of exercise on the respiratory systems.		
<b>Learning aim D: Explore the different types of energy systems and how they are used in exercise</b>		<b>D.D3</b> Evaluate different energy systems and the benefits of their adaptations for use in sport and exercise activities.
<b>D.P8</b> Explain different energy systems and their use in sport and exercise activities.	<b>D.M4</b> Assess different energy systems and their use in sport and exercise activities.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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.P3, A.M1, A.D1)

Learning aims: B and C (B.P4, B.P5, B.M2, C.P6, C.P7, C.M3, BC.D2)

Learning aim: D (D.P8, D.M4, D.D3)



## Further information for teachers and assessors

### Resource requirements

Learners will benefit from having access to laboratory equipment and anatomical models and/or images relating to the body systems, for example a skeleton, heart rate monitors, GPS exercise monitoring equipment, access to sports facilities and testing equipment.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard,** learners will draw on varied information to consider the significance of the muscular and skeletal systems and three different muscle fibre types (Type I, Type IIa, Type IIb), including their structure and function and three classifications of joints and the amount of movement available at each, as well as the movement allowed at each of the synovial joints.

Learners are able to locate all of the different types of bone in the skeleton and most of the muscles. Learners' inquiry should lead to a supported judgement using practical examples of the use of the musculoskeletal system in two different types of exercise. They will need to include the increased blood supply and also the effects of resistance exercises which includes micro tears.

Learners will consider the adaptations of the musculoskeletal system to long-term exercise, such as a six-week training programme.

**For Merit standard,** learners will present the outcome of methodical and detailed examination by breaking down the muscular and skeletal systems and the different muscle fibre types (Type I, Type IIa, Type IIb), including their structure and function and three classifications of joints and the amount of movement available at each, as well as the movement allowed at each of the synovial joints, in order to interpret and study the interrelationships between the effects of two different types of exercise. Learners are able to locate the majority of the different types of bone in the skeleton and most of the muscles. They will need to include the increased blood supply and also the effects of resistance exercises which includes micro tears.

**For Pass standard,** learners will show clear details and give evidence to support the structure and function of the muscular and skeletal systems and three different muscle fibre types (Type I, Type IIa, Type IIb), including three classifications of joints and the amount of movement available at each, as well as the movement allowed at each of the synovial joints, showing how conclusions are drawn. Learners are able to locate some of the different types of bone in the skeleton and most of the muscles. Learners are able to show that they comprehend the effects of two different types of exercise. They will need to include the increased blood supply and also the effects of resistance exercises which includes micro tears.

## Learning aims B and C

**For Distinction standard,** learners will draw on varied information to consider the significance of the structure and function of the cardiovascular and respiratory systems, how they work and how each part of the systems are designed to meet its function, including gaseous exchange and the mechanism of breathing, and their responses to a single bout of exercise, giving reasons and providing the physiological evidence. This should also include the pre-exercise effects which occur in the heart. Learners should explore the effects over an exercise period of around 30 minutes so that steady state has been attained. Learners' inquiry should lead to a supported judgement on the adaptations of the cardiovascular and respiratory systems to long-term exercise, such as a six-week training programme.

**For Merit standard,** learners will present the outcome of methodical and detailed examination by breaking down the structure and function of the cardiovascular and respiratory systems, how they work and how each part of the systems are designed to meet its function, including gaseous exchange and the mechanism of breathing, in order to interpret and study their responses to a single bout of exercise, giving reasons and providing the physiological evidence. This should also include the pre-exercise effects which occur in the heart. Learners should explore the effects over an exercise period of around 30 minutes so that steady state has been attained.

**For Pass standard,** learners will show clear details and give evidence to support the structure and function of the cardiovascular and respiratory systems, how they work and how each part of the systems are designed to meet its function, including gaseous exchange and the mechanism of breathing, showing how conclusions are drawn. Learners are able to show that they comprehend the responses of the systems to a single bout of exercise, giving reasons and providing the physiological evidence. This should also include the pre-exercise effects which occur in the heart. Learners should explore the effects over an exercise period of around 30 minutes so that steady state has been attained.

## Learning aim D

**For Distinction standard,** learners will draw on varied information to consider the significance of different energy systems and their use in two different types of exercise. Learners' inquiry should lead to a supported judgement on the responses of the energy systems to a single bout of exercise. Learners will give a clear, objective account in their own words of the relevant features and information about each of the energy systems and their contribution to exercise, as the exercise bout continues over a period of around 30 minutes. Learners should consider the acute response to their selected exercises and also the longer-term effects of exercise. Learners must select at least two different types of exercise in order to determine how the different types of exercise result in differing adaptations. Learners will consider the adaptations of the energy systems to long-term exercise such as a six-week training programme.

**For Merit standard,** learners will present a careful consideration of different energy systems and their use in two different types of exercise to arrive at a conclusion on the responses of the energy systems to a single bout of exercise. Learners will give a clear, objective account in their own words of the relevant features and information about each of the energy systems and their contribution to exercise, as the exercise bout continues over a period of around 30 minutes. Learners should consider the acute response to their selected exercises and also the longer-term effects of exercise.

**For Pass standard**, learners will show clear details and give evidence of different energy systems and their use in two different types of exercise. Learners are able to show that they comprehend the responses of the energy systems to a single bout of exercise. Learners will give a clear, objective account in their own words of the relevant features and information about each of the energy systems and their contribution to exercise, as the exercise bout continues over a period of around 30 minutes. Learners should consider the acute response to their selected exercises as well as the long-term effects of exercise.

### Links to other units

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 2: Careers in the Sport and Active Leisure Industry
- Unit 3: Research Project in Sport
- Unit 6 Exercise and Fitness Skills Development
- Unit 9: Nutrition for Physical Activity and Exercise
- Unit 15: Developing Coaching Skills
- Unit 16: Applied Coaching Skills
- Unit 25: Sports Injuries Management
- Unit 28: Fitness Testing
- Unit 29: Technical and Tactical Skills in Sport
- Unit 31: Influence of Technology in Sport and Physical Activity
- Unit 35: Practical Sports Performance
- Unit 36: Functional Sports Massage.

### Employer involvement

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

- visits/trips to health and fitness exhibitions, local or national sports events.
- guest speakers from local employers or managers of health, fitness or sports clubs.
- links with local health education professionals, health fitness and gym instructors, personal trainers so that learners can understand the importance of learning about the structure and function of the human body in order to pursue a career in the sports and fitness industry.

### Opportunities to develop transferable employability skills

This unit will enable learners to develop;

- cognitive skills linked to the research and evaluation of body systems and how these can be mapped against published norms to form conclusions.
- intrapersonal skills with the completion of practical physiology testing which is completed safely, ethically, with personal responsibility and self-direction. Learners will need to show initiative for the selection of the physiology tests.
- interpersonal skills which can be achieved working with peers to collect and collate data, present their findings, so that each learner's contribution is valued and encouraged.



# Unit 25: Sports Injuries Management

Level: 3

Unit type: Internal

Guided learning hours: 60

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## Unit in brief

Learners develop the skills to identify common sporting injuries, their potential causes and how these can be managed with different rehabilitation interventions and exercises.

## Unit introduction

For those participating in sport, injuries are a common occurrence. It is important that those involved in sport gain an appreciation and understanding of how the body responds to different injuries and the key factors to consider in the prevention and reduction of injuries. This awareness needs to also include how effective treatment and rehabilitation can reduce the amount of time spent out of sports participation.

There are high and low risk factors which are integral to sports participation, and learners need to appreciate both the physiological and psychological mechanisms of injury, in terms of its occurrence, treatment and rehabilitation. Whilst this unit is not designed to make learners qualified therapists, it does provide clear understanding of how injuries can happen, the immediate responses of the body that should occur to promote healing, along with the potential strategies for injury management. This includes what can be done to help promote recovery and sports performers return to their pre-injured state in the shortest, safest possible time frames.

In this unit you will explore how the body responds to different types injury, the causes, why some sports performers are more predisposed to certain injuries, and examine the importance of injury prevention. Having identified these risk factors, you will then look at the different methods used to minimise risk. You will explore the problems associated with injury prevention and build on existing knowledge of how to recognise the onset of injury and how these can be best managed and treated.

This unit will help you to progress to employment in sports sciences, physiotherapy, athletic training, sports therapy and rehabilitation. The unit will also help you to progress to further study in higher education or to professional qualifications in related sports sciences, sports therapy, health sciences and physical activity.

**Please note that this unit can only be taken in the second year of a study programme.**

## Learning aims

In this unit you will:

- A** Explore different types and causes of common sporting injuries and how they affect sports performers
- B** Explore risk factors for the management and prevention of common sporting injuries
- C** Develop treatment and rehabilitation programmes for common sporting injuries.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore different types and causes of common sporting injuries and how they affect sports performers	<b>A1</b> Types of sports injuries <b>A2</b> Mechanisms of sports injuries <b>A3</b> Physiological responses to injury <b>A4</b> Psychological responses to injury	A report detailing the different types of sporting injuries that affect sports performers and the causes of the injuries.
<b>B</b> Explore risk factors for the management and prevention of common sporting injuries	<b>B1</b> Extrinsic risk factors <b>B2</b> Intrinsic risk factors <b>B3</b> Preventative measures	A report detailing the treatment and management of sporting injuries.
<b>C</b> Develop treatment and rehabilitation programmes for common sporting injuries	<b>C1</b> Treatments and interventions <b>C2</b> Planning programmes <b>C3</b> Rehabilitation programmes	

## Content

### Learning aim A: Explore different types and causes of common sporting injuries and how they affect sports performers

#### A1 Types of sporting injuries

- Hard tissue injury, bones, joints, articular cartilage, e.g. fractures (simple, compound, depressed, greenstick, avulsion, transverse, comminuted).
- Soft tissue injuries, haematomas, blisters, abrasions, lacerations, sprains. strains, ruptures, muscle, tendon, ligaments), fibrocartilage damage.
- Tendinopathies, bursitis, plantar fasciitis, apophysitis, disc prolapse, Morton's neuroma, impingement syndromes.
- Concussion, head and face injuries, sudden cardiac arrest, compartment syndrome, dislocations, osteoarthritis, fibromyalgia.

#### A2 Mechanisms of sports injuries

- Causes, traumatic, microtrauma, insidious, microtrauma, chronic, acute.
- Mechanisms of injury, force, speed, direction, e.g. compression, tensile, shear, intrinsic factors, extrinsic factors.
- Head, vertebral column, shoulder joint and girdle, elbow, wrist and hand, hip, groin, knee, ankle and foot.

#### A3 Physiological responses to injury

- Inflammatory responses, signs and symptoms, e.g.:
  - pain
  - redness
  - swelling/effusion
  - speed and type of swelling/effusion:
    - synovial
    - haemarthrosis
  - loss of function.
- Primary injury, secondary metabolic injury, tissue responses to interventions, Lewis's hunting response.
- Time factors, the healing process and stages, changes (e.g. chemical, haemodynamic metabolic), neural responses, pain, somatic pain, radicular pain, myofascial pain, the pain gate theory, visual analogue scale (VAS).

#### A4 Psychological responses to injury

- Response to injury, e.g.:
  - denial
  - anger
  - anxiety
  - depression
  - frustration
  - acceptance.
- Nutritional demands and changes.
- Financial aspects.

- Response to treatment and rehabilitation, e.g.:
  - use of goal setting
  - motivation
  - adherence to rehabilitation programmes
  - stress management skills.
- Social effects, e.g.:
  - isolation from the team
  - training partners
  - training environment.
- Self-esteem and identity loss.

## **Learning aim B: Explore risk factors for the management and prevention of common sporting injuries**

### **B1 Extrinsic risk factors**

- Coaching, poor coaching/leadership, communication, ensuring adherence to rules and governing body guidelines, principles of training.
- Incorrect technique, lifting, moving and handling equipment.
- Environmental factors, weather effects on playing surfaces, outdoor and indoor venues.
- Clothing and footwear, protective clothing and equipment, specific to sports playing surfaces.
- Safety hazards, the importance of safety checks, environment safety checks, equipment safety checks, misuse of equipment, first-aid provision, safety checklists, risk assessments, other participants.

### **B2 Intrinsic risk factors**

- Training effects, muscle imbalance, poor preparation, level of fitness.
- Individual variables, e.g.:
  - age
  - fitness level
  - growth development
  - previous injury history
  - flexibility
  - nutrition
  - sleep patterns.
- Postural defects, lordosis, kyphosis, scoliosis, gait.

### **B3 Preventative measures**

- Role of the sports scientists, coaches, officials, therapists, up-to-date knowledge of skills, qualifications, adapting style to sports performer's ability/age/fitness levels, communication.
- Equipment, risk assessments, checking equipment, protective equipment, appropriate usage, specific footwear, clothing, shields, high and low density materials, resilience of equipment.
- Environment, e.g.:
  - playing surface
  - weather
  - temperature.



## **Learning aim C: Develop treatment and rehabilitation programmes for common sports injuries.**

### **C1 Treatments and interventions**

- Based on accurate diagnosis, subjective and objective assessment, immediate management of injuries, referral to and from healthcare professionals.
- Injury assessment – see, ask, look, touch, active, passive, strength (SALTAPS).
- Protect, optimal loading, ice, compression, elevation (POLICE), ‘active’ rest.
- Prophylactic Taping, e.g. K tape™ zinc oxide.
- Bandaging, elastic adhesive bandage (EAB) cohesive bandage, compression, support.
- Immobilisation, splints, slings.
- Interventions, e.g.:
  - coolant and thermal continuum, frequency, timing
  - cryotherapy, ice packs, gel packs, ice massage
  - thermal treatments, heat packs, heat lamps, paraffin wax, hydrocollator, contrast bathing, cold water immersion (CWI).
- Emergency treatment, triage, resuscitation (CPR), shock, unconscious casualty, prevention of infection, seeking qualified assistance.
- Specialist equipment, e.g.: Squid compression™, Gameready™, Cryocuff™, ultrasound, Transcutaneous Electrical Nerve Stimulation (TENS).

### **C2 Planning programmes**

- Phases of rehabilitation, e.g.:
  - acute, subacute, early, intermediate, late, functional
  - weight bearing ability of the sports performer – non weight bearing (NWB), partial weight bearing (PWB), full weight bearing (FWB).
- Factors influencing exercises, e.g.:
  - starting positions – gravity eliminated, assisted, resisted
  - levers – short and long
  - sets, repetitions, heights and sizes of different bases, factors that will determine progression or regression of exercises, sport and activity requirements
  - graduated return to play, stages for fitness to train, fitness for full competition.

### **C3 Rehabilitation programmes**

Develop treatment and rehabilitation programmes for two common sporting injuries.

- Records of treatment, e.g:
  - subjective history
  - medical conditions
  - contraindications to treatment
  - red flags
  - informed consent.
- Past medical history, presenting condition, appropriate treatment records, timescales and review date, objective measures, subjective and objective assessment plans, interventions evaluation, data protection legislation.
- Methods to improve range of motion, e.g.:
  - passive and active flexibility stretching, dynamic stretching
  - proprioceptive neuromuscular facilitation (PNF).

- Strengthening and coordination exercises, e.g.:
  - open kinetic chain
  - closed kinetic chain
  - isometric
  - isotonic
  - assisted
  - resisted.
- Functional exercises, e.g.:
  - patterns of movements
  - conditioning exercises
  - linear
  - rotational
  - directional changes
  - links to specific sports
  - playing position.
- Exercise accessories, e.g.:
  - fixed weights
  - wobble boards
  - foam rollers
  - trampettes
  - balls
  - hoops
  - cones
  - free weights
  - therabands
  - poles
  - beanbags
  - benches.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore different types and causes of common sporting injuries and how they affect sports performers.</b>		<b>A.D1</b> Justify the factors that can cause common sporting injuries and affect rehabilitation.
<b>A.P1</b> Explain common sporting injuries and how these may occur. <b>A.P2</b> Explain the physiological responses to common sporting injuries. <b>A.P3</b> Explain the psychological responses to common sporting injuries.	<b>A.M1</b> Assess how different types of sporting injuries are affected by physiological responses. <b>A.M2</b> Assess how different types of sporting injuries are affected by psychological responses.	
<b>Learning aim B: Explore risk factors for the management and prevention of common sporting injuries</b>		
<b>B.P4</b> Explain the different factors that can reduce and prevent sporting injuries. <b>B.P5</b> Explain the preventative methods that can be used to reduce sporting injuries.	<b>B.M3</b> Analyse the preventative methods that can be used to reduce sporting injuries.	<b>BC.D2</b> Evaluate the prevention, treatment and rehabilitation programmes for two common sport injuries, justifying the choices of intervention management and suggesting alternatives where appropriate.
<b>Learning aim C: Develop treatment and rehabilitation programmes for common sports injuries</b>		
<b>C.P6</b> Explain the different factors for choosing treatments and interventions when managing common sporting injuries. <b>C.P7</b> Design two safe treatment and rehabilitation programmes for different common sporting injuries.	<b>C.M4</b> Assess the treatment and rehabilitation programmes for two common sporting injuries.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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 aim: A (A.P1, A.P2, A.P3, A.M1, A.M2, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P7, B.M3, C.M4, BC.D2)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners will need access to information on current sports injury research data and issues, including management, treatment and rehabilitation strategies.

### Essential information for assessment decisions

#### Learning aim A

Learners can use a variety of resources to support their work and to illustrate the different types of injuries and potential mechanisms in a choice of two different sports which can cause common injuries. Sources of information should be referenced accurately.

**For Distinction standard**, learners will justify common sporting injuries by providing detailed reasoning with supporting current evidence indicating the factors that can contribute to the physical and psychological effects on injured sports participants; they will go on to support this by citing current research. Further consideration of the chosen injuries where longer rehabilitation time frames may be required should be addressed with clear reference to the healing process and psychological effects this can have on sports performers.

**For Merit standard**, learners will need to apply their knowledge from research of why different sporting injuries occur, and assess how these can have short- and long-term effects on the physical and psychological aspects of rehabilitation. Evidence should reflect the unit content and include relevance to the type of injuries sustained and how these might occur in different sporting environments and at different times of the season for identified sports, such as pre-season training, competitive situations, or late in the competitive playing season. Where intrinsic factors are included learners should consider aspects of where sports performers have input and control to make changes and where there is a need to refer to other professionals.

**For Pass standard**, learners can choose from two different injuries from the set theme, this can be from a realistic scenario or case study from a professional sports performer. They will provide an account explaining the relevant characteristics of the signs and symptoms of the sporting injuries that can affect the different types of commonly injured tissues and joints on the upper limb, lower limb, head and spine. This can include multiple injuries where sports performers have sustained impact to different part of the body, for example, a ruptured ligament and damaged cartilage, or a concussion and spinal injury. Learners need to explain the different grades and classifications of injuries where relevant and indicate why it is important to also consider the effects on surrounding tissues.

Learners will need to provide clear details of the body's responses to the identified different sporting injuries over varied timeframes, how the healing process and pain can affect sports participants' responses to traumatic and overuse injuries. Throughout there needs to be a clear link of the relationships of both physiological and psychological factors to injuries.

## Learning aims B and C

Learners will research the different risk factors that can contribute to injuries and consider the preventative strategies by reducing unnecessary risks or reducing potential hazards for safe sport participation (these can link to the identified injuries in learning aim A and in preparation for learning aim B). Learners can research different risk analysis plans and preventative strategies that link to the set theme and their stated chosen injuries.

Using two different rehabilitation programmes (these can be linked to two common sporting injuries, ideally one from a traumatic and one from an overuse injury and also link to learning aim A and B), learners will produce two rehabilitation plans from the acute stage to the functional stage. It would be appropriate for learners to link their selected injuries to identified sports, they can base their programme on a professional sports performer who has a well-publicised injury, or a diagnosed sports injury of a peer.

**For Distinction standard**, learners will show depth of understanding by referring to different evidence-based sources linked to established data of traumatic sporting injuries and those caused by overloading. This should include different types of sports, participant abilities and age groups. The benefits to sports performers for both individual and team sports, this will be justified with clear reasoning supported by current evidence.

Learners will consider the reasons for the content of each rehabilitation programme and the selected treatments and exercises, this will include strengths and weakness of the two programmes, with relevance to the planned treatments. This allows for depth of inquiry and the relevant inclusion of primary sources of evidence such as journals, current texts or established safe treatment protocols. Learners can indicate and justify why alternative treatments and exercises may be better for future rehabilitation programmes.

**For Merit standard**, learners will need to provide details of key trends linked to current risk factors and how these are being addressed, for example they may consider the use of artificial playing surfaces and the risk factors of injury that may be present for named sports such as football or rugby. Sources of injury data information should be current and reliable, learners should be able to interpret any relationships between risk factors and preventative methods of sporting injuries.

Learners will need to consider the key facts for the choices of treatments and exercises linked to their rehabilitation programmes by offering reasoned judgement of both plans. For example, it may be linked to the type of sports injury selected and the availability of resources available for different levels of sports participants, or, the influence and regulations of identified national governing bodies (NGBs) or International governing bodies committees for injured participants returning to play after certain injuries.

**For Pass standard**, learners will correctly explain the intrinsic and extrinsic factors that can contribute to sports injury prevention. They will indicate the main features of injury prevention factors across both individual and team sports linking to minor and major injuries, determining those injuries that can be managed conservatively and those requiring further referral. The main important features of current, safe, well-planned risk assessment and injury prevention strategies will support learners in recognising the contributing factors for reducing sporting injuries.

These will need to be considered in combination with sports equipment such as racquets, balls, golf clubs, hockey sticks and protective sportswear, with the benefits and drawbacks of both low and high-density materials. The emphasis on safety with all contributing factors should be well considered and embedded in the preventative methods strategies, this may include the development of emergency action plans which include both home and away venues. Learners may have local opportunities to visit different sports venues to examine the potential causes of injuries or by reviewing video evidence of contact and non-contact sports.

Learners will select two specific sporting injuries and plan safe and appropriate treatment and rehabilitation programmes accordingly. The injuries selected should be done so with care and reasoned thought, as the appropriate selection will provide scope for learners to cover the range of grading criteria. A poor selection, for example, a simple bruise, which needs little treatment and limited rehabilitation, reduces the research opportunities available to learners. However, a concussion, a fracture of a weight bearing bone such as the tibia, or the rupture of the anterior cruciate ligament provides an opportunity for a broader scope of treatment and rehabilitation planning. Learners can research the importance of accurate injury assessment, immediate management and referral, followed by the different types of heat, coolant and pain management modalities that can be used in supervised clinics, pitch side and home environments.

The two treatment and rehabilitation programmes can be presented in a variety of formats and linked to specific contact and non-contact sports such as netball, football, hockey, rugby, tennis, athletics or running. Each programme should include the different potential treatments and supporting rehabilitation techniques that are to be used from the acute stage through to the functional stage. This can include taping, bandaging, and the use of specialist equipment that may help to support the healing process; this is in conjunction with exercises to improve range of movement, strength, coordination and functional activities. Learners will need to consider the realistic abilities of sports performers to complete some of the exercises.

### **Links to other units**

This unit links to:

- Unit 16: Applied Coaching Skills
- Unit 24: Applied Sports Anatomy and Physiology
- Unit 27: Sports Psychology
- Unit 28: Fitness Testing
- Unit 29: Technical and Tactical Skills in Sport
- Unit 31: Influence of Technology in Sport and Physical Activity
- Unit 36: Functional Sports Massage.

## **Employer involvement**

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

- guest lecture sessions from sports therapists, physiotherapists and coaches, previously injured players and practical treatment workshops
- visits to a variety of sports facilities to look at risk assessment and preventative measures
- videos for analysis of mechanisms of injury and immediate management.

## **Opportunities to develop transferable employability skills**

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- adaptability and decision-making skills
- problem solving and critical thinking
- working independently using published sources.



# Unit 26: Nutrition for Physical Performance

Level: 3

Unit type: Internal

Guided learning hours: 60

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## Unit in brief

Learners explore the importance of nutrition and hydration within a sport context.

## Unit introduction

The importance of good nutrition and hydration in sports and physical activity has grown in popularity in recent years. The significance of a healthy balanced diet and its links to good health and improved sports performance is now a key aspect of the sports person's lifestyle; whether they are an elite athlete, semi-professional competitors or amateur participants. The importance of this is also extended to members of the sports team such as coaches, outdoor activity instructors, personal trainers and strength and conditioning personnel. The demands of rigorous training and competition schedules can have negative effects on the health of every sports participant, but the individual's diet can have a considerable effect on performance. Involving the sports performer in the planning of their diet can result in improved health benefits, as well as promoting adequate refuelling and hydration, leading to improved sporting performance. Any adjustment to the nutrition plan can also be linked to energy requirements and expenditure for a variety of different sports and events.

In this unit you will look at the concepts of nutrition and digestion, exploring the physiology of the digestive system and how food is broken down and subsequently utilised by the body. You will then be introduced to the components of a balanced diet and common terms linked to nutritional requirements. You will also explore energy intake and expenditure and how this can be measured in different ways for individual sports performers. You will also consider the availability, costs and accuracy of these measures and how relevant they are to the participant. You will look at hydration and diet for different sporting activities and investigate the sporting demands of performers and how nutritional requirements will vary for each individual. The inclusion of sports drinks, gels and traditional methods of hydration will be considered, alongside the activity levels and fitness levels of the individual and legislation relating to doping for increased performance. Finally, you will be able to apply knowledge and understanding by producing a realistic diet and hydration plan.

This unit will help you to progress to employment in coaching, fitness instruction, sports nutrition or elite sport. The unit will also help you to progress to further study in higher education or professional qualifications in sports nutrition and related subjects.

## Learning aims

In this unit you will:

- A** Examine concepts of nutrition, hydration, diet and digestion
- B** Explore energy intake and expenditure for sports and physical activity
- C** Investigate legislation, guidance and procedures associated with anti-doping
- D** Produce a diet and hydration plan to support a selected sport or physical activity.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Examine concepts of nutrition, hydration, diet and digestion	<b>A1</b> Nutrition <b>A2</b> Hydration <b>A3</b> Diet <b>A4</b> Digestion	A detailed case study examining nutrition, hydration, diet, digestion, and energy, and their importance in relation to sports performance.
<b>B</b> Explore energy intake and expenditure for sports and physical activity	<b>B1</b> Energy <b>B2</b> Energy balance	A report which investigates legislation, guidance and procedures associated with anti-doping.
<b>C</b> Investigate legislation, guidance and procedures associated with anti-doping	<b>C1</b> Performance enhancing substances and drugs <b>C2</b> Anti-doping legislation and guidance <b>C3</b> Testing protocols and methodology	
<b>D</b> Produce a diet and hydration plan to support a selected sport or physical activity	<b>D1</b> Activities <b>D2</b> Planning diets	A justified two-week diet and hydration plan for a selected performer undertaking a specific sport.

## Content

### Learning aim A: Examine concepts of nutrition, hydration, diet and digestion

#### A1 Nutrition

- Structures, function and sources of micronutrients and fibre.
- Macronutrients:
  - carbohydrates: sugars and starches; simple and complex carbohydrates; monosaccharides, disaccharides and polysaccharides
  - proteins: amino acids
  - fats: saturated, unsaturated (monounsaturated, polyunsaturated), hydrogenated fats, trans fats, fatty acids (omega 3 and omega 6).
- Micronutrients:
  - vitamins
  - minerals.
- Fibre.
- Nutritional requirements:
  - essential
  - non-essential.
- Common terminology and standard abbreviations used in country, e.g.:
  - Recommended Daily Allowance (RDA)
  - Population Reference Intake (PRI)
  - Dietary Reference Intake (DRI)
  - Reference Daily Intake (RDI)
  - Optimum Daily Intake (ODI)
  - Safe Intake (SI)
  - Estimated Average Requirements (EAR).

#### A2 Hydration

- Signs and symptoms:
  - dehydration
  - hyperhydration
  - hypohydration.
- Fluid intake:
  - pre-event
  - during-event
  - post-event.
- Sources, e.g.:
  - water
  - sports drinks
    - hypertonic
    - hypotonic
    - isotonic.

**A3 Diet**

- Balanced diet:
  - carbohydrates
  - fats
  - proteins
  - water
  - fibre
  - vitamins
  - minerals
  - influence of nutrition on health, such as:
    - obesity
    - cholesterol
    - cancer risk
    - heart disease.
- Guides for sources of nutrition and balanced diets, e.g.:
  - government guidelines
  - evidence-based recommendations
  - credible sources
  - food pyramid
  - Eatwell Plate
  - food labelling.

**A4 Digestion**

- Structure of the digestive system:
  - gastrointestinal tract
  - buccal cavity
  - oesophagus
  - stomach
  - small intestine
  - large intestine
  - anus
  - digestive juices and enzymes.
- The digestive system consists of:
  - tongue
  - salivary glands
  - liver
  - pancreas
  - gallbladder.
- Functions of digestive system:
  - digestion
  - absorption
  - excretion.

## **Learning aim B: Explore energy intake and expenditure for sports and physical activity**

### **B1 Energy**

- Measures:
  - calories
  - joules
  - kilocalories
  - kilojoules.
- Sources, e.g.:
  - fats
  - carbohydrates
  - proteins.
- Measuring body composition, e.g.:
  - body weight
  - body mass index
  - percentage body fat
    - skinfold analyses
    - bioelectrical impedance analysis
    - hydrodensitometry.
- Calorimetry:
  - direct
  - indirect.

### **B2 Energy balance**

- Basal metabolic rate.
- Factors affecting basal metabolic rate:
  - age
  - gender
  - climate
  - physical activity.

## **Learning aim C: Investigate legislation, guidance and procedures associated with anti-doping**

### **C1 Performance enhancing substances and drugs**

- Performance enhancement substances:
  - nutritional supplements, e.g.:
    - vitamins and minerals
    - dietary supplements
    - whey protein
    - branched chain amino acids (BCAA)
    - creatine
    - caffeine
  - contamination of supplements
  - counterfeit supplements.

- Anti-doping
  - athlete's responsibilities
  - support personal, coaches, sport science staff, nutritionist.
- Prohibited substances:
  - anabolic agents
  - peptide hormones, growth factors, related substances, and mimetics
  - BETA-2-Agonists
  - hormone and metabolic modulators
  - diuretics and masking agents
  - prohibited methods
  - manipulation of blood and blood components
  - chemical and physical manipulation
  - gene doping.
- Prohibited in competition:
  - stimulants (non-specified and specified)
  - narcotics, cannabinoids
  - glucocorticoids.
- Substances banned in particular sports:
  - beta-blockers.

## **C2 Anti-doping legislation and guidance**

- Agencies and policing of anti-doping.
- World Anti-Doping Agency.
- NADOs:
  - roles and responsibilities
  - code compliance monitoring
  - athlete outreach
  - global anti-doping development
  - education
  - anti-doping co-ordination
  - science and medicine
  - co-operation with law enforcement
  - testing programmes.
- Athletes rights and responsibilities:
  - strict liability
  - prohibited listed.
- Anti-doping violations:
  - athletes: presence, use, refusal, whereabouts, tampering, possession, trafficking, administration, complicity, prohibited association
  - support staff and coaches; tampering, possession, trafficking, administration, complicity, prohibited association
  - Anti-doping violations bans; for example, prohibited association – 2 years, presence 4 years, trafficking – between four years and lifetime ban.

### **C3 Testing protocols and methodology**

- Athlete's whereabouts in training, in competition, out of training and competition.
- Testing procedure:
  - Doping control officer/chaperone
  - unannounced visit
  - athlete's availability and reporting
  - tests: urine, blood.

### **Learning aim D: Produce a diet and hydration plan to support a selected sport or physical activity**

#### **D1 Activities**

- Aerobic.
- Anaerobic.
- Muscular strength and endurance.
- Flexibility.
- Timing, e.g.:
  - pre-season
  - midseason
  - post-season
  - pre-event
  - during-event
  - post-event.

#### **D2 Planning diets**

- Appropriate for selected activity.
- Appropriate for selected sports performer.
- Assessment of needs:
  - weight gain
  - weight loss
  - muscle gain
  - fat gain/loss
  - carbohydrate loading.
- Nutritional assessment tools:
  - food diary
  - food recall and frequency questionnaires
  - body composition assessment.
- Nutrition:
  - macronutrients
  - micronutrients
  - fibre.



- Food groups:
  - grains
  - vegetables
  - fruits
  - oils
  - dairy
  - meat.
- Supplements:
  - caffeine
  - creatine
  - energy gels/bars
  - glucose tablets
  - protein shakes/powders.
- Sources.
- Availability.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine concepts of nutrition, hydration, diet and digestion</b>		
<b>A.P1</b> Describe concepts of balanced diet and sources of nutrition from recommended guidelines.	<b>A.M1</b> Explain the relationship between nutrition, hydration and diet and the impact on sports performance.	
<b>A.P2</b> Describe hydration and its effects on sports performance.		
<b>A.P3</b> Describe the structure and function of the digestive system in terms of digestion, absorption and excretion.		
<b>Learning aim B: Explore energy intake and expenditure in sports performance</b>		
<b>B.P4</b> Describe energy intake, expenditure and balance in sports performance.	<b>B.M2</b> Explain energy intake, expenditure and balance in sports performance.	
<b>Learning aim C: Investigate legislation, guidance and procedures associated with anti-doping</b>		<b>AB.D1</b> Analyse nutritional, energy and hydration needs for a selected sports performer.
<b>C.P5</b> Outline legislation, guidance and procedures associated with anti-doping in sport.	<b>C.M3</b> Explain strategies that an athlete can undertake to ensure that they are fully aware and prepared for anti-doping screening.	<b>C.D2</b> Analyse the methods of anti-doping and discuss the effectiveness of these methods.
<b>Learning aim D: Produce a diet and hydration plan to support a selected sport or physical activity</b>		
<b>D.P6</b> Perform a nutritional assessment for a selected sports performer.	<b>D.M4</b> Plan an effective and detailed two-week diet and hydration plan for a selected sports performer for a selected sports activity based on initial nutritional assessment findings.	<b>D.D3</b> Justify the two-week diet and hydration plan for a selected sports performer for a selected sports activity.
<b>D.P7</b> Plan an appropriate two-week diet and hydration plan for a selected sports performer for a selected sports activity.		

## Essential information for assignments

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

There is a maximum number of 2 summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aims: A, B and C (A.P1, A.P2, A.P3, B.P4, C.P5, A.M1, B.M2, C.M3, AB.D1, C.D2)

Learning aim: D (D.P6, D.P7, D.M4, D.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to a wide variety of research materials including texts, journals, and the internet. Additional resources can include access to laboratories and nutrition-based IT software.

### Essential information for assessment decisions

#### Learning aims A, B and C

**For Distinction standard**, learners will analyse the effects and importance of energy, nutritional and hydration requirements required for a particular type of activity. The analysis will determine the factors which contribute to energy balance and assess their effects on sports performance within wider nutritional and hydration needs. References and examples should be provided where appropriate to support the analysis. Learners will also make a detailed assessment of the methods of anti-doping used by athletes and make evaluative judgements about their value and comparative effectiveness.

**For Merit standard**, learners will explain the relationship between nutrition, diet and digestion and the impacts these have on different types of performance. They will show some insight into negative impacts of poor diet and nutrition processing, with competent knowledge of key concepts in diet and function of the digestive system. Learners will provide a clear outline of energy absorption and use with relevant and coherent connections made between energy and performance. Learners will also outline anti-doping legislation and procedures, providing relevant information on the strategies employed by athletes to maintain awareness and preparedness for screening.

**For Pass standard**, learners will describe general concepts of a balanced diet and sources of nutrition using common terminology associated with nutrition and guidelines provided by accepted public health sources, using this information to validate their points. Learners will describe the general structure and function of the digestive system and be familiar with the enzymes that break down specific food sources. There should be a clear link to the process of absorption and excretion of digested foodstuffs. They will also give a general outline of energy forms and use, including intake, expenditure and balance in sport performance. Learners will give a generally adequate overview of legislation, guidance and procedures related to anti-doping.

#### Learning aim D

**For Distinction standard**, learners will justify the effectiveness of the two-week diet and hydration plan they have prepared based on a nutritional assessment. Learners will provide valid reasons, references or evidence to support the elements of the plan, clearly indicating the benefits it will have for the performer, making suggestions for ongoing review.

**For Merit standard**, learners will review the status of the performer (amateur, semi-professional, professional or elite), make connections between their aims and the activity to identify relevant needs based on a nutritional assessment. They will develop a clear and cohesive plan covering dietary and hydration needs for a selected performer for a selected activity.

**For Pass standard**, learners will produce a competent two-week diet and hydration plan for a selected sports performer for a specific sports activity based on a nutritional assessment. The plan will show healthy and balanced nutrition and hydration information covering general details but may lack some clarity and specific relevance to the selected performer and their aims within the activity.

### Links to other units

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 3: Research Project in Sport
- Unit 16: Applied Coaching Skills

### Opportunities to develop transferable employability skills

Learners will develop the following transferable skills from this unit:

- time management
- research skills
- carrying out anthropometric tests
- working with other people.



# Unit 27: Sports Psychology

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners develop an understanding of the psychological demands of sport and develop techniques to improve sporting performance.

## Unit introduction

How often do we hear about sporting success being attributed to a performer's mental state or the way that a team function? In modern day sport, success is the result of several variables. These include physical preparation, appropriate strategies or tactics, nutritional plans, self-control and mental strength. Sports performers are leaving no stone unturned to gain that extra edge to help them achieve success and as a result the application of psychology in sport has become increasingly prevalent in modern society.

In this unit you will develop knowledge of sport psychology and how psychological techniques can be applied to influence the performance of individuals and teams. Initially, you will look at personality, which is seen as the basis for behaviour, and how this is a key factor in choosing sport and subsequent level of achievement. A second major factor in successful sports performance is the motivation of the individual and how this can be developed and influenced. You will then move away from the individual and start to address the environments that sports people find themselves performing in and how these can affect both motivation levels and stress levels. The sports performer's ability to deal with increasing levels of stress and anxiety will be vital to their performance, and while stress often plays a positive role in sports performance, too much can cause major decrements in performance. You will develop an appreciation of the social environment in which sport is played and how the functioning of a team can influence the outcome that a sports team produces. Essential features of teams, such as team development, dynamics, cohesion and leadership are all explored in terms of how they influence team effectiveness. Finally, you will look at bringing your knowledge of sport psychology together, using it to improve an athlete's performance in a practical way. You will assess the psychological strengths of a sports performer and identify areas for improvement. You will have an opportunity to explore the psychological techniques that can be employed to enhance sports performance. You will then be able to bring this together in a coherent framework and produce a psychological skills training programme for a selected sports performer.

This unit will help you to progress to employment in the sports and active leisure sector and to progress to further study in higher education or to professional qualifications to be able to support individual sports performers or teams.

## Learning aims

In this unit you will:

- A** Explore the effect of personality and motivation on sports performance
- B** Explore the relationship between stress, anxiety, arousal, team dynamics and sports performance
- C** Plan a psychological skills training programme to enhance sports performance.



## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore the effect of personality and motivation on sports performance	<b>A1</b> Personality <b>A2</b> Motivation	A written report focusing on how personality and motivation can impact sports performance.
<b>B</b> Explore the relationship between stress, anxiety, arousal, team dynamics and sports performance	<b>B1</b> Stress <b>B2</b> Anxiety <b>B3</b> Arousal <b>B4</b> Team dynamics	A presentation focusing on how stress, anxiety and arousal can influence sports performance. A research project to determine how team dynamics can influence sports performance on different teams.
<b>C</b> Plan a psychological skills training programme to enhance sports performance	<b>C1</b> Assessment <b>C2</b> Plan <b>C3</b> Psychological skills	A psychological skills training programme that will improve performance levels of a selected sports performer, supported with observational records.

## Content

### Learning aim A: Explore the effect of personality and motivation on sports performance

#### A1 Personality

- Definition.
- Theories:
  - Marten's schematic view
  - psychodynamic theory
  - trait theory
  - situational approach
  - interactional approach.
- Types:
  - type A
  - type B.
- Effects on sports performance:
  - sports performers versus non-sports performers
  - individual versus team sports
  - elite versus non-elite sports performers
  - type A versus type B.

#### A2 Motivation

- Definition.
- Views:
  - trait centred
  - situation centred
  - interactional view.
- Types:
  - intrinsic
  - extrinsic.
- Theories, e.g.:
  - achievement motivation
  - attribution theory.
- Effects on sports performance:
  - positive
  - negative
  - future expectations of success and failure.
- Developing a motivational climate.

## **Learning aim B: Explore the relationship between stress, anxiety, arousal, team dynamics and sports performance**

### **B1 Stress**

- Definition.
- Types:
  - eustress
  - distress.
- Causes:
  - internal
  - external
  - personal
  - occupational
  - sports environments.
- Symptoms:
  - cognitive
  - somatic
  - behavioural.
- Effects on sports performance:
  - nervous system responses
  - negative mental state
  - loss of self-confidence and concentration.

### **B2 Anxiety**

- Definition.
- Types:
  - state anxiety
  - trait anxiety.
- Cause:
  - negative effect of stress.
- Symptoms:
  - cognitive
  - somatic
  - behavioural.
- Effects on sports performance:
  - negative mental state
  - loss of self-confidence and decreased expectations of success
  - fear of failure.

### **B3 Arousal**

- Definition.
- Theories, e.g.:
  - drive theory
  - inverted U hypothesis
  - catastrophe theory
  - individual zones of optimal functioning (IZOF).

- Effects on sports performance:
  - improvements and decrements in performance level
  - changes in attention focus
  - increases in anxiety levels
  - choking.

#### **B4 Team dynamics**

- Team processes, e.g.:
  - teams of group development (Tuckman):
    - forming
    - storming
    - norming
    - performing
  - Steiner’s model of group effectiveness
  - Ringelmann effect, social loafing
  - interactive and coactive teams.
- Cohesion, e.g.:
  - definition, e.g. task and social cohesion
  - creating an effective team climate.
- Factors affecting cohesion, e.g.:
  - environmental
  - personal
  - leadership and team factors
  - relationship between cohesion and performance.
- Leadership qualities and behaviours:
  - prescribed versus emergent leaders
  - theories of leadership, e.g.:
    - trait approach
    - behavioural approach
    - interactional approach
    - multidimensional model
    - the impact of leadership on team dynamics
  - styles, e.g.:
    - autocratic
    - democratic
    - consultative
    - team style.

## **Learning aim C: Plan a psychological skills training programme to enhance sports performance**

### **C1 Assessment**

- Psychological strengths and weaknesses of the individual.
- Identifying psychological demands of sports.
- Performance profiling.

### **C2 Plan**

- Current situation.
- Aims and objectives.
- Action plan to address aims and objectives.
- Daily and weekly content of the plan.

### **C3 Psychological skills**

- Motivation, e.g.:
  - goal-setting
  - performance profiling.
- Arousal control, e.g.:
  - progressive muscular relaxation
  - mind to muscle relaxation
  - autogenic techniques
  - breathing control
  - psyching up techniques.
- Imagery, e.g.:
  - mental rehearsal
  - controlling emotions
  - concentration
  - relaxation
  - pre-performance routines.
- Confidence building, e.g.:
  - self-talk
  - positive thinking
  - changing self-image through imagery.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the effect of personality and motivation on sports performance</b>		<b>A.D1</b> Evaluate the effects of personality and motivation on sports performance, justifying ways to develop a motivational sports climate.
<b>A.P1</b> Explain personality and how it affects sports performance. <b>A.P2</b> Explain motivation and how it affects sports performance.	<b>A.M1</b> Analyse the effects of personality and motivation on sports performance.	
<b>Learning aim B: Explore the relationship between stress, anxiety, arousal, team dynamics and sports performance</b>		<b>B.D2</b> Evaluate the impact that stress, anxiety, arousal and team dynamics have on individual performers and sports teams.
<b>B.P3</b> Explain stress and anxiety, their causes, symptoms and effect on sports performance. <b>B.P4</b> Explain theories of arousal and their effect on sports performance. <b>B.P5</b> Explain factors which influence team dynamics.	<b>B.M2</b> Analyse how stress, anxiety and theories of arousal affect sports performance. <b>B.M3</b> Analyse factors which influence team dynamics and performance in team sports.	
<b>Learning aim C: Plan a psychological skills training programme to enhance sports performance</b>		
<b>C.P6</b> Explain the current psychological skills of a selected sports performer. <b>C.P7</b> Plan a psychological skills training programme to enhance performance for a selected sports performer.	<b>C.M4</b> Assess the design of the psychological skills training programme for a selected sports performer, identifying strengths and areas for improvement.	<b>C.D3</b> Justify the design of the psychological skills training programme for a selected sports performer, making suggestions for improvement.

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6 Internal assessment* 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.D1)

Learning aim: B (B.P3, B.P4, B.P5, B.M2, B.M3, B.D2)

Learning aim: C (C.P6, C.P7, C.M4, C.D3)

## Further information for teachers and assessors

### Resource requirements

Effective delivery of this unit requires access to tests for psychological assessment and normative data for interpretation of test results.

### Essential information for assessment decisions

Learners should be given opportunities to apply theories studied in the content of this unit to their actual or observed experiences to fully appreciate the value of psychology.

### Learning aim A

**For Distinction standard,** learners must evaluate the effects of personality and motivation on sports performance. They must make a judgement based on each of the effects that they have explained and evaluate the impact of psychological theories on performance in order to create a motivational climate.

**For Merit standard,** learners must analyse the effects of personality and motivation on sports performance. This must include reference to strengths and weaknesses of psychological theories.

**For Pass standard,** learners will first define personality and then explain how it affects sports performance. The explanation must include a definition, personality theories, personality types and the effects on sports performance. This will be predominantly research based and could include some of their own personality testing with their peers. Learners will explain the factors that affect the motivation of sports performers. This will include a definition of motivation, along with a description of the views of motivation, motivation types, theories of motivation and how motivation affects sports performance.

### Learning aim B

**For Distinction standard,** learners must evaluate the four factors that influence team dynamics and performance in team sports. They must evaluate the impact of each factor on team and individual performance.

**For Merit standard,** learners must analyse three theories of arousal and their effects on sports performance. This must include reference to strengths and weaknesses of psychological theories.

Learners must explain the four factors that influence team dynamics and performance in team sports.

**For Pass standard,** learners will explain stress and anxiety, their causes, symptoms and how they affect sports performance. The explanation must include definitions and other areas listed in the unit content, for example types of stress.

Learners will define arousal and then explain three theories of arousal and the effect it can have on sports performance. This should incorporate personal experience as well as observations of sports performers.

Learners will identify four factors that influence team dynamics and performance in team sports. This should include aspects of team processes, cohesion and leadership. This could be based on the observation of a game or match; learners could observe the changes in behaviour due to changes in the situation.



## Learning aim C

A four-week psychological skills training programme for a selected sports performer would be recommended.

**For Distinction standard**, learners must justify the design of the four-week psychological skills training programme that they have planned for a selected sports performer. They must identify strengths and weaknesses within their programme and justify recommendations made for future improvements.

**For Merit standard**, learners must assess their design of the four-week psychological skills training programme that they planned. They must identify strengths and weaknesses within their programme and make recommendations for future improvements.

**For Pass standard**, learners will select a sports performer, which could be themselves or one of their peers, and assess their psychological strengths and areas for improvement. They then need to plan a four-week psychological skills training programme relating to the outcomes of the assessment.

## Links to other units

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 16: Applied Coaching Skills
- Unit 25: Sports Injuries Management
- Unit 35: Practical Sports Performance
- Unit 36: Functional Sports Massage.

## Employer involvement

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

- inviting representatives from sports clubs who use sport psychologists or have coaches who implement psychological techniques in as guest speakers
- demonstrations of psychological techniques.

## Opportunities to develop transferable employability skills

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- written communication skills
- verbal communication skills
- interview techniques.



# Unit 28: Fitness Testing

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners gain an understanding of fitness testing and the importance of health screening and health monitoring tests.

## Unit introduction

In today's society, we can easily fall into the trap of developing a sedentary lifestyle; we use the car rather than walk to the local shops, we take the lift rather than the stairs, and our hectic lifestyle doesn't seem to allow us the time to engage in regular physical activity. Establishing and maintaining a desirable level of fitness is more important than ever; it's paramount to our future health. The overall relationship between fitness and health affects performance in our everyday lives, whether it be sport- or work-related. Fitness is vital to achieving success in sport, and fitness testing plays a valuable role in the development of personal fitness levels. Sports performers regularly participate in fitness tests to determine their baseline measures. Fitness testing 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 can be carried out in a health club setting or sports facility. Clients are screened for contraindications to exercise, and fitness testing enables the instructor to determine baseline measures, using the results as a basis for exercise programme design.

In this unit you will look at a range of laboratory and field-based fitness tests. You will also be introduced to the practice of health screening and how to carry out health monitoring tests. You will develop the skills and knowledge to be able to follow fitness testing protocols, taking into account test validity and reliability. You will develop skills to be able to administer fitness tests in a safe and effective manner, interpreting results against recommended values, providing feedback on how fitness levels can be improved. This unit will help you to progress to employment in sports coaching, fitness instruction and elite sport. The unit will also help you to progress to further study in higher education or to professional qualifications.

## Learning aims

In this unit you will:

- A** Examine a range of laboratory-based and field-based fitness tests
- B** Use health screening techniques and fitness tests for a specified purpose
- C** Interpret the results of fitness tests and health screening techniques for a specified purpose.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Examine a range of laboratory-based and field-based fitness tests	<b>A1</b> Fitness tests <b>A2</b> Advantages and disadvantages of different tests	A presentation on different fitness tests, their application and types of data they provide for specific individuals.
<b>B</b> Use health screening techniques and fitness tests for a specified purpose	<b>B1</b> Health screening procedures <b>B2</b> Health monitoring tests <b>B3</b> Fitness tests <b>B4</b> Administering tests and screening	Devise and administer health screening and fitness testing that are relevant to a chosen sport. Feedback should be given to the client based on data interpretation and consultation with normative data. Recommendations for lifestyle improvement and future activities or training should be provided.
<b>C</b> Interpret the results of fitness tests and health screening techniques for a specified purpose	<b>C1</b> Interpret results against normative data <b>C2</b> Feedback	

## Content

### Learning aim A: Examine a range of laboratory-based and field-based fitness tests

#### A1 Fitness tests

- Flexibility, e.g.:
  - sit and reach.
- Strength, e.g.:
  - 1RM
  - grip dynamometer.
- Aerobic endurance, e.g.:
  - multi-stage fitness test
  - step test
  - maximal treadmill protocol.
- Speed, e.g.:
  - sprint tests.
- Power, e.g.:
  - vertical jump
  - Wingate test.
- Muscular endurance, e.g.:
  - one-minute press up
  - one-minute sit up.
- Body composition, e.g.:
  - skinfold calipers
  - bioelectrical impedance analysis
  - hydrodensitometry.
- Purpose, e.g.:
  - identify components of fitness which need to be improved
  - give a benchmark from which to measure improvement
  - allow a more specific programme to be written
  - play a role in educating individuals about health and fitness.

#### A2 Advantages and disadvantages of different tests

- Validity
- Reliability
- Wider issues:
  - cost
  - time: duration and considerations of working with a large group
  - equipment requirements
  - facility requirements
  - complexity and skill level of person carrying out test
  - type of person receiving the test.

## **Learning aim B: Use health screening techniques and fitness tests for a specified purpose**

### **B1 Health screening procedures**

- Health screening questionnaires.
- Client consultation, e.g.:
  - questioning
  - listening
  - non-verbal communication.
- Client confidentiality.
- Informed consent.
- Cultural sensitivity.
- Medical history, e.g. injury, skin conditions, heart disease, pregnancy and other pre-existing conditions.
- Medical referral.

### **B2 Health monitoring tests**

- Heart rate.
- Blood pressure.
- Lung function.
- Waist-to-hip ratio.
- Body mass index.

### **B3 Fitness tests**

- Tests, e.g.:
  - multi-stage fitness test
  - step test
  - maximal treadmill protocol
  - 1RM, grip dynamometer
  - vertical jump
  - Wingate test
  - sprint tests
  - one-minute press up
  - one-minute sit up
  - skinfold calipers
  - bioelectrical impedance analysis
  - hydrodensitometry.
- Preparation for tests, e.g.:
  - selection of tests
  - reliability
  - validity and practicality of tests.

**B4 Administering tests and screening**

- Pre-test procedures.
- Test sequence.
- Test protocols.
- Health and safety.
- Recording test results.
- Reasons to terminate a fitness test.
- Professional conduct, decency and confidence.

**Learning aim C: Interpret the results of fitness tests and health screening techniques for a specified purpose****C1 Interpret results against normative data**

- Compare and make judgements, e.g.:
  - population norms
  - norms for sports performers
  - norms for elite athletes.
- Accepted health ranges:
  - optimal health ranges
  - intentions and goals
  - connections between results.

**C2 Feedback**

- Feedback:
  - form: verbal, video link, email, message
  - discretion: use of positive language, confidentiality  
empathy, sympathy
  - duty of care
  - motivational language
  - positive reinforcement
  - diagnostic questions
  - listening.
- Tests carried out.
- Test results.
- Levels of fitness.
- Strengths and areas for improvement.
- Recommendations:
  - ways of improving results
  - considerations of lifestyle or exercise and diet
  - onward referrals to professionals
  - emergency steps.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine a range of laboratory-based and field-based fitness tests</b>		<b>A.D1</b> Evaluate the benefits and disadvantages of fitness tests for different types of fitness in relation to the needs of individuals.
<b>A.P1</b> Describe the purpose and function of tests for each area of fitness.	<b>A.M1</b> Compare fitness tests for physical fitness.	
<b>Learning aim B: Use health screening techniques and fitness tests for a specified purpose</b>		<b>BC.D2</b> Evaluate the health screening questionnaires and health monitoring test results and provide recommendations for lifestyle improvement and activities.
<b>B.P2</b> Prepare an appropriate health screening questionnaire.	<b>B.M2</b> Justify the design of health screening questionnaire and procedures.	
<b>B.P3</b> Devise appropriate health screening procedures.	<b>B.M3</b> Justify the selection of fitness tests commenting on suitability, reliability, validity and practicality.	
<b>B.P4</b> Safely administer health screening procedures. <b>B.P5</b> Select and safely administer six different fitness tests for a selected individual.		
<b>Learning aim C: Interpret the results of fitness tests and health screening techniques for a specified purpose</b>		
<b>C.P6</b> Interpret general levels of fitness against normative data from health screening and fitness tests.	<b>C.M4</b> Outline the strengths and areas for improvement based on information from health screening questionnaires and health monitoring tests.	
<b>C.P7</b> Give feedback to participants following fitness testing and health screening, describing the results.	<b>C.M5</b> Compare the fitness test results to normative data and identify strengths and areas for improvement.	



## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6 Internal assessment* 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 aim: A (A.P1, A.M1, A.D1)

Learning aims: B and C (B.P2, B.P3, B.P4, B.P5, C.P6, C.P7, B.M2, B.M3, C.M4, C.M5, BC.D2)

## Further information for teachers and assessors

### Resource requirements

Effective delivery of this unit will require a range of field fitness testing and health screening equipment and normative data for interpretation of test results.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard,** learners will evaluate the advantages and disadvantages of fitness test for each component of physical fitness and relate these to a specific individual's needs. Advantages and disadvantages of fitness tests are best explored through practical participation in order to highlight variables in test methodology that could affect validity and reliability. Learners will consider factors related to test validity and reliability and how these factors could affect data results in relation to wider issues.

**For Merit standard,** learners will compare the different types of fitness test for each component of physical fitness, relating the most suitable tests for results. Learners will consider factors related to test validity and reliability and how these factors could affect data results in relation to wider issues.

**For Pass standard,** learners will describe one fitness test for each component of physical fitness. Tests for flexibility, strength, aerobic endurance, speed, power, muscular endurance and body composition need to be covered, along with their purpose and function.

#### Learning aims B and C

**For Distinction standard,** learners need to evaluate the health screening questionnaires and the health monitoring test results of the two contrasting individuals. They then need to provide recommendations for lifestyle improvement to the participants. Value judgements about the strengths and areas for improvement should be made and, where areas for improvement are identified, recommendations put forward for lifestyle changes. Learners will analyse the results and provide recommendations for appropriate future activities. Learners need to look beyond the basic facts and make appropriate comments. They then need to make recommendations on the frequency, intensity, time and type of activity that should be carried out to facilitate improvements for the individual selected.

**For Merit standard,** learners will justify the health screening questionnaire design, including the procedures for administration and conduct of administrator. Learners will also administer fitness tests, justifying their suitability, reliability, validity and practicality. In the fitness testing feedback to participants, learners need to assess all areas of fitness and identify strengths and areas for improvement based on screening and test results, including feedback on comparison to normative data.

**For Pass standard,** learners will prepare an appropriate health screening questionnaire and conduct health screening procedures for two contrasting individuals. The health screening procedure should cover the safe administration and interpretation of four health monitoring tests selected for each individual, for example blood pressure, body mass index, lung function and waist- to-hip ratio. Learners will select and safely administer six different fitness tests for a selected individual and record the findings. They then need to give verbal feedback to the individual, describing their test results and general levels of fitness and interpreting results against normative data. Learners must be aware of, and adhere to, reasons for test termination.

### **Links to other units**

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 6: Exercise and Fitness Skills Development
- Unit 9: Nutrition for Physical Activity and Exercise
- Unit 15: Developing Coaching Skills
- Unit 31: Influence of Technology in Sport and Physical Activity.

### **Employer involvement**

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

- talks from local health education professionals and health fitness instructors
- fitness assessment demonstrations
- health screening workshops
- visits to health and fitness centres and public services physical training departments.

### **Opportunities to develop transferable employability skills**

Besides the specialist subject knowledge gained through the study of this unit, learners will also have the opportunity to develop transferable employability skills:

- organisational
- problem solving
- communication
- critical thinking
- initiative and enterprise.



# Unit 29: Technical and Tactical Skills in Sport

Level: 3

Unit type: Internal

Guided learning hours: 60

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## Unit in brief

Learners explore the technical and tactical demands of selected sports and those required by elite sports performers, planning and reviewing their own abilities for a selected sport.

## Unit introduction

All sports require some form of technical ability, and in order to use these technical abilities and be able to perform, tactics are required. The performer of any sport should be aware of both the technical and tactical requirements. Some skills can be general and can be used across all sports; these include running, jumping, throwing and catching. Other skills are specific to only a few sports, or even just one sport; these include the volleyball serve, the golf swing and the sprint start used in athletics.

Tactics are actions and strategies planned to achieve an overall objective – in sport that objective is predominantly to win. Tactics can depend on a number of factors such as opposition, players available for selection, the importance of the game/match and possibly even weather.

In this unit you will develop your sporting capabilities, and it is important that you continually assess the ways in which you as individuals and within teams can improve. Sports performers work constantly to stay on top of their game, and this is often done with the help of performance analysts, coaches and technological aids. You will look at the technical skills and tactics required in selected sports. You will examine individual performers and their abilities in the areas that their sports demand. You will consider your own abilities in competitive situations and over a period of time. You will consider your development, technically and tactically, producing a plan to help you optimise your own sports performance in a selected sport.

This unit will help you to progress to employment in a sports coaching or leadership environment. The unit will also help you to progress to further study in higher education or to professional qualifications provided by national governing bodies (NGBs) in sports coaching.

## Learning aims

In this unit you will:

- A** Explore the technical and tactical skills demanded by selected sports
- B** Investigate the technical and tactical ability of elite sports performers
- C** Review own technical and tactical ability for a selected sport.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore the technical and tactical skills demanded by selected sports	<b>A1</b> Types of technical skills <b>A2</b> Types of tactical skills	A presentation focusing on the technical skills and tactical strategies within three sports, using specific sporting examples to analyse the similarities and differences in application of technical skills and tactical components. An observation checklist used to evaluate the technical and tactical skills of an elite sports performer.
<b>B</b> Investigate the technical and tactical ability of elite sports performers	<b>B1</b> Observation checklist <b>B2</b> Elite performers <b>B3</b> Assessment and performance profiling	
<b>C</b> Review own technical and tactical ability for a selected sport	<b>C1</b> Assessment and development of own performance <b>C2</b> Logbook <b>C3</b> Development plan	A self-reflection journal of activities completed to assess learner performance levels. A development plan that targets areas for technical and tactical improvement and identifies goals and SMART targets that can improve performance levels.

## Content

### Learning aim A: Explore the technical and tactical skills demanded by selected sports

#### A1 Types of technical skills

Appropriate to selected sports, e.g.:

- Continuous:
  - walking
  - running
  - swimming
  - rowing
  - cross-country skiing.
- Serial:
  - high jump
  - triple jump
  - pole vault
  - dribbling in football
  - 400 metre hurdle race.
- Discrete:
  - golf swing
  - snooker shot
  - board diving
  - putting in golf
  - throw-in in football.

#### A2 Types of tactical skills

Appropriate to selected sports, e.g.:

- positioning
- choice of strokes and shots
- variation
- conditions
- use of space
- formations
- phase specific demands
- containing
- limiting
- pressing.

## **Learning aim B: Investigate the technical and tactical ability of elite sports performers**

### **B1 Observation checklist**

- Performance profile, e.g.:
  - technical skills
  - selection of skills
  - application of skills
  - tactical awareness
  - application of tactics
  - ability to defend
  - ability to attack
  - shot selection.

### **B2 Elite performer**

- Professional athletes.
- National representatives.
- National champions.
- International champions.

### **B3 Assessment and performance profiling**

- Use of observation checklist or performance profiling.
- Strengths, e.g.:
  - specific skills
  - specific techniques
  - tactical awareness
  - fitness levels
  - ability to read the game.
- Areas for improvement, e.g.:
  - attacking
  - defending
  - specific skills
  - specific techniques
  - fitness.
- Development, e.g.:
  - training
  - competition
  - specific coaching/coaches
  - observational analysis
  - assessment
  - technical guidance
  - nutritional guidance
  - psychological guidance
  - fitness guidance.



## **Learning aim C: Review own technical and tactical ability for a selected sport**

### **C1 Assessment and development of own performance**

- Competitive situation.
- Use of observation checklist for performance profiling, e.g.:
  - technical skills
  - selection of skills
  - application of skills
  - tactical awareness
  - application of tactics.
- Strengths, e.g.:
  - specific skills
  - specific techniques
  - tactical awareness
  - fitness levels
  - ability to read the game.
- Areas for improvement, e.g.:
  - attacking
  - defending
  - specific skills
  - specific techniques
  - fitness.

### **C2 Logbook**

- Maintain a logbook of activities, e.g.:
  - diary of specific training sessions
  - including skills
  - techniques and tactics covered.
- Competition analysis
  - strengths and weaknesses during a competitive match
  - coach analysis after competitions and training.
- Areas for improvement, e.g.:
  - attacking
  - defending
  - specific skills
  - specific techniques
  - fitness
  - specific practices that could improve own performance.

### **C3 Development plan**

Produce a development plan to improve own sports performance levels:

- Specific, measurable, achievable, realistic, time-bound (SMART) targets.
- Improvement of technical weaknesses and tactical awareness.
- Resources, e.g.:
  - physical
  - human
  - fiscal.
- Courses.
- Coaches.
- Competitions.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the technical and tactical skills demanded by selected sports</b>		<b>A.D1</b> Evaluate the technical and tactical demands of three contrasting sports.
<b>A.P1</b> Explain the technical and tactical demands of three contrasting sports.	<b>A.M1</b> Compare the technical and tactical demands of three contrasting sports.	
<b>Learning aim B: Investigate the technical and tactical ability of elite sports performers</b>		<b>B.D2</b> Evaluate the technical and tactical ability of an elite sport performer, justifying development suggestions made regarding areas for improvement.
<b>B.P2</b> Produce an observation checklist that can be used to explain the technical and tactical ability of an elite sports performer. <b>B.P3</b> Use an observation checklist to explain the technical and tactical ability of an elite sport performer.	<b>B.M2</b> Use an observation checklist to assess the technical and tactical ability of an elite sport performer, identifying strengths and areas for improvement.	
<b>Learning aim C: Review own technical and tactical ability for a selected sport</b>		<b>C.D3</b> Justify suggestions made in the personal development plan to evaluate why these changes will improve performance levels in your selected sport.
<b>C.P4</b> Use an observation checklist to explain own technical and tactical ability, in a competitive situation for a selected sport, identifying strengths and areas for improvement. <b>C.P5</b> Produce a development plan of own technical and tactical ability, based on identified strengths and areas for improvement.	<b>C.M3</b> Assess strengths and areas for improvement, in your own technical and tactical ability in a selected sport and relate this to your development plan.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6 Internal assessment* 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.M1, A.D1, B.P2, B.P3, B.M2, B.D2)

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

## Further information for teachers and assessors

### Resource requirements

Learners will need access to equipment used for observation and analysis, for example digital or video analysis software and research facilities, e.g. Dartfish.

### Essential information for assessment decisions

#### Learning aims A and B

Criteria for learning aims A and B requires learners to observe an elite performer in their selected sport, either in a live performance or through video analysis.

**For Distinction standard**, learners will justify how the development in the specific areas for improvement could improve the overall performance and success of the elite athlete or sports performer.

**For Merit standard**, learners will compare the three sports and the technical and tactical demands for each. The comparison could be in the form of a table that includes similarities and differences of the three sports selected. The table should then be explained by learners to expand the information provided.

Learners will explain each of the strengths and areas for improvement and state how improving in these areas could enhance performance.

**For Pass standard**, learners will explain the technical and tactical demands of three contrasting sports, explaining each specific technique and tactical demand, their importance and function. The explanation should include how each technique and tactical demand should be applied correctly, providing examples of elite performers' skills demonstration for each selected sport. The explanation should also include the importance of applying a technique correctly and how application can and has enhanced performance of the performers.

Learners will produce an observation checklist to assess the technical and tactical ability of a sports performer. The checklist should be personalised to the elite performer's own sport. The checklist should be designed and handed in as a blank document and not as a completed checklist.

Learners will complete at least one observation of a selected elite sports performer. Learners will also need to identify strengths and realistic areas for improvement for the sports performer. These strengths and areas for improvement should be drawn from the completed observation.

#### Learning aim C

**For Distinction standard**, learners will justify the suggestions made in their personal development plan and give examples of how the suggestions in the plan will be met and how they could become attainable. Learners will need to give reasons or evidence to support how they arrived at these conclusions. They will justify and reflect on the suggestions they have made.

**For Merit standard**, learners will explain the technical and tactical strengths identified within the four-week training period, stating why they think each element was a strength. They should also explain why they think specific areas of their performance require improvement or development to enhance sports performance. The final stage of the assessment requires learners to bring all the assessment tasks together to produce a development plan. The development plan revolves around the principle of SMART targets, and learners could produce this as a report for their head coach to assess.

Learners must relate how completing practices, courses and undertaking coaching and development will enhance their own performance in their selected sport. They will justify and reflect on the suggestions they have made.

**For Pass standard,** learners will complete an observation checklist of their own performance in a selected sport. This should be carried out after they have recorded themselves participating in a competitive situation where the camera only records the performer for the duration of the game/competition. Learners must then produce a summary of their strengths and areas for improvement.

Learners will keep a training diary. At the end of each training session, for four weeks, learners should complete a log of their technical and tactical developments. Learners will identify specific strengths and areas for improvement for each session.

Learners will produce a development plan and identify strengths and areas for improvement in their own technical and tactical ability. The plan should include specific practices, courses, coaches and competitions that are going to assist in the development of their SMART targets.

### Links to other units

This unit links to:

- Unit 16: Applied Coaching Skills
- Unit 35: Practical Sports Performance.

### Employer involvement

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

- guest speakers, e.g. from local professional clubs and elite sports performers talks, performance analysis demonstrations
- visits to training venues and competition venues to discuss the variety of methods used to assess technical and tactical analysis in a variety of sports.

### Opportunities to develop transferable employability skills

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- written communication
- verbal communication
- presentation skills.

# Unit 30: Organising Events in Sport and Physical Activities

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners explore key opportunities and requirements associated with organising sports and fitness events, producing their own promotional materials and planning and delivering a sports event.

## Unit introduction

Sports and physical activity events vary widely in their type, scale and purpose; they range from large-scale international events such as the Olympic Games to small-scale, local events such as a 5k fun run. They may involve a range of sports or fitness activities, just one activity or a specified target group. Sports events can frequently be the catalyst for important processes such as personal expression and social development. As a sportsperson participation in events may occur at different levels. Those working in the sports, active leisure and fitness sectors will be involved with the organisation and delivery of a range of sports events and should be aware of how events are organised.

In this unit, you will explore and develop knowledge and skills regarding the successful planning and promotion of sport and physical activity events. You will investigate the characteristics, purpose, roles and responsibilities associated with these events.

You will prepare a plan using suitable planning methods and then take part in working as a member of a team to deliver the event.

This unit will help you to progress to employment within the sport and fitness industry in a variety of job roles to include marketing and public relations, sports management, coaching and instruction, athletic training and media and journalism.

The unit will also help you to progress to further study in higher education or to professional qualifications in sports management, sports coaching, outdoor activities management or event leadership.

## Learning aims

In this unit you will:

- A** Explore considerations of sport and physical activity events
- B** Plan and promote a sport or physical activity event
- C** Deliver a planned sport or physical activity event.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore considerations of sport and physical activity events	<b>A1</b> Sports and physical activity events considerations <b>A2</b> Roles and responsibilities in delivering sport and physical activity events	<p>A small group presentation or report that evaluates the significance of the purposes, roles and responsibilities associated with different types of sport and physical activity events.</p> <p>Dependent on class size for this assessment learners will need to work in groups of no more than four.</p>
<b>B</b> Plan and promote a sport or physical activity event	<b>B1</b> Planning a sport or physical activity event <b>B2</b> Promoting a sport and fitness event	<p>Learners produce as a team:</p> <ul style="list-style-type: none"> <li>• a plan for a sport or physical activity event</li> <li>• promotional materials and a plan for a sports event, evaluating the effectiveness of the plan in meeting a given brief</li> <li>• individual evidence of their involvement in the promotion and delivery of a sport or physical activity event.</li> </ul>
<b>C</b> Deliver a planned sport or physical activity event	<b>C1</b> Implementing a promotional campaign for a planned sport or physical activity event <b>C2</b> Delivering a planned sport or physical activity event	<p>Dependent on class size for this assessment, learners may produce one whole class event or split up to produce two class events.</p>



## Content

### Learning aim A: Explore considerations of sport and physical activity events

#### A1 Sports and physical activity events considerations

- Type of sport event or physical activity such as:
  - competitions
  - tournaments
  - training camps
  - coaching courses
  - school sports day
  - outdoor activities
  - fun runs (park run, charity runs etc.)
  - obstacle based fun runs
  - sponsored events
  - charity walks
  - expeditions.
- Purpose of event or activity:
  - educational
  - environmental awareness
  - development:
    - physical
    - social
    - personal
  - social inclusion
  - fundraising.
- Participants of event or activity:
  - professionals
  - school children
  - peers
  - public.

#### A2 Roles and responsibilities in delivering sport and physical activity events

- Roles in an event, such as.
  - secretary
  - finance officer
  - publicity officer
  - marketing officer
  - steward
  - specialist coach or trainer
  - promoter.

- Responsibilities associated with sports events, e.g.
  - project management
  - logistics
  - equipment
  - health and safety
  - co-ordination and administration
  - marketing
  - publicity
  - raising finances.

## **Learning aim B: Plan and promote a sport or physical activity event**

### **B1 Planning a sport or physical activity event**

- Establishing event aims and objectives:
  - profit
  - fundraising
  - education
  - environmental.
- Establishing participants' needs:
  - age
  - interests
  - ability or fitness level
  - availability.
- Establishing necessary resources:
  - facilities
  - equipment
  - clothing
  - refreshments.
- Use of appropriate planning documents, including:
  - risk assessments
  - checklists for the event
  - appropriate documents to record financial information.
- Allocating roles to people and recording role allocation:
  - skills types required and specific roles and responsibilities.
- Recording key considerations:
  - booking, planning or setting up the area and/or infrastructure to be used for the event
  - delivery and installation of equipment and/or services to be used for the event
  - allocation of resources required for the event
  - safe removal of equipment and services for the event
  - managing rubbish and waste disposal in line with sustainable practices.

- Financial costings:
  - monitoring and managing the budget, including financial contingencies and actions if overspend occurs, focusing on key areas of spend and income, e.g. resources, attendance and entry costs.
  - sources of funding
  - costs of event – hiring, buying, facilities
  - allocating financial resources: allocating and managing budgets in line with the event plan, including breakdown of different areas of income and spending.
- Effective visitor/customer management strategies.
- Health and safety requirements and mitigating risks.
  - risk assessments
  - first aid
  - regulations
  - informed consent
  - legislation, e.g. health and safety.
- Procedures for dealing with fire, first aid, contingencies and major incidents.
- Communication methods.
- Indicators to measure success of event, e.g. money raised, number of participants.
- Legal considerations, e.g.:
  - child protection
  - data protection.

## **B2 Promoting a sport and fitness event**

- Purpose of material:
  - providing key information
  - attracting participants
  - attracting audience/ spectators
  - attracting donations or financial support.
- Promotional material and methods:
  - advertisements – local paper, local radio
  - social media platforms
  - posters
  - leaflets and flyers
  - promotional emails.
- Establishing a plan and a promotional campaign:
  - target audience
  - logo
  - branding
  - promotional budget
  - sponsorship.
- Designing and creating material:
  - types of poster or leaflet design
  - creating copy for audio or print advertisements.
- Theme of promotional material:
  - raising awareness
  - promoting competition.

- Impact:
  - benefits
  - constraints
  - effects
  - repeat business.

### **Learning aim C: Deliver a planned sport or physical activity event**

#### **C1 Implementing a promotional campaign for a planned sport or physical activity event**

- Running a promotional campaign:
  - campaign launch
  - initial publicity
  - marketing
  - registration of attendees/ participants
  - confirmation of attendees/ participants.
- Reviewing and adjusting a campaign to ensure aims and objectives are met.
- Taking on a specific role to promote an event.

#### **C2 Delivering a planned sport or physical activity event**

- Implementation of planning and delivery for a sports event, including key considerations.
- Preparation in advance of start of event.
- Following a plan.
- Undertaking a specific role in an event.
- Fulfilling responsibilities of a specific role.
- Implementation of plan for the event.
- Making adjustments and contingencies to ensure aims and objectives are met.
- Decision-making.
- Leadership skills (where appropriate).
- Customer service skills.
- Clear communication.
- Effective teamwork.
- After event responsibilities:
  - clear up
  - de-rigging and storage of equipment.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore considerations of sport and physical activity events</b>		<b>A.D1</b> Evaluate the significance of the purposes, roles and responsibilities associated with different types of sport and physical activity events.
<p><b>A.P1</b> Explain the different types and purposes of sport and physical activity events.</p> <p><b>A.P2</b> Explain the roles and responsibilities associated with sports and physical activity events.</p>	<p><b>A.M1</b> Analyse the types, purposes, roles and responsibilities associated with sport and physical activity events.</p>	
<b>Learning aim B: Plan and promote a sport or physical activity event</b>		<b>BC.D2</b> Undertake accomplished planning, promotion and delivery of an event demonstrating a secure awareness of the event aims and considerations and use of promotion materials.
<p><b>B.P3</b> Produce a competent plan for a sport or physical activity event.</p> <p><b>B.P4</b> Produce basic promotional materials for a sport or physical activity event.</p>	<p><b>B.M2</b> Demonstrate effective planning and promotion for a sport or physical activity event with a clear awareness of the event aims.</p>	
<b>Learning aim C: Deliver a planned sport or physical activity event</b>		
<p><b>C.P5</b> Perform tasks fully, correctly and safely to achieve planned aims and objectives for the delivery of a sport or physical activity event.</p>	<p><b>C.M3</b> Manage key decisions and responsibilities in a role to effectively contribute to the delivery of planned outcomes for a sport or physical activity event.</p>	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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 aim: A (A.P1, A.P2, A.M1, and A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, B.M2, C.M3, and BC.D2)

## Further information for teachers and assessors

### Resource requirements

The resources required for this unit will depend on the nature of the event(s) to be delivered. A variety of practical resources can be built up, if a similar event is run each year, for example, banner, race numbers, marshal bibs, barrier tape, money tins, social media electronic resources etc.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard,** learners will draw selectively on varied information to support an opinion on the relative significance of purposes, roles and responsibilities in different types of sports events. They will fully consider the interrelationships between these factors and make consistently effective judgements about the relative importance of different factors in the context of a sports event.

**For Merit standard,** learners will give a methodical examination of information about the types, purposes, roles and responsibilities associated with sports events. They will explain, in some detail, the roles and responsibilities of individuals involved in different stages or types of event. Learners will make generally relevant references to the ways in which these different aspects of sports events interrelate, and their significance in sport events as a whole.

**For Pass standard,** learners will research a variety of sports events, typical event management team structures and roles and responsibilities. They will give generally accurate reasons or examples to support a view on how these different aspects of the industry function in a sports context.

#### Learning aims B and C

Learners must individually prepare and produce their own promotional materials and plan for a sport or physical activity event. Teachers should ensure that the type of event chosen by learners provides sufficient scope for them to contribute fully. Learners will be involved in the delivery of the sport or physical activity event and their effectiveness in working independently and as an individual will need to be recorded and evidenced.

**For Distinction standard,** learners will draw selectively on various sources in order to produce comprehensive, convincing promotional materials for a sport or physical activity event. The materials will be realistic and effective with content that fully suits the nature and purpose of the sport or physical activity event. Learners will select promotional methods that are realistic and effective in relation to the target audience and context of the event.

Learners will produce a well-developed, accurate and realistic sport or physical activity event plan, showing a comprehensive knowledge and understanding of the key aspects of the plan. They will consider appropriate planning requirements that are logical and well justified. The plan will include different tasks, resources and roles which contribute logically to a coherent event plan. Learners will give well-reasoned justifications for their recommended plan and show an in-depth understanding of the indicators used to measure the effectiveness of their plan in meeting a given brief.

Learners will provide realistic, effective financial costings for their event plan and will be produced so it could be feasibly implemented. Their event plans will be effectively presented in a logical way and be suitable for potential use by an event manager.

Learners will demonstrate that they have made a key contribution to the event by demonstrating and evidencing that they have taken responsibility for key decisions and carrying out key tasks in the implementation of the sports event. They will demonstrate they have undertaken a vital role and made a clear and crucial positive impact on the event.

**For Merit standard,** learners will present the outcome of methodical examination of information to interpret key aspects and links between resource, logistical and health and safety requirements when planning a sport or physical activity event.

Learners will draw on relevant information to produce event promotional materials that link clearly to the nature and purpose of the event. They will show generally accurate understanding of the factors that need to be considered when selecting the content of the materials and method of promotion.

Learners will produce a mostly accurate and realistic sport or physical activity event plan, showing a detailed knowledge and understanding of the key aspects of the plan. They will show in-depth attention to all relevant planning aspects, providing some valid justification for their views. The plan will include specific valid references to tasks, resources and roles that are linked logically to the overall aims of the plan. Individual parts of the plan will be clear, with reasons for actions and approaches suggested in the plan. Learners will show a mostly relevant understanding of the indicators used to measure the effectiveness of their plan in meeting a given brief.

Learners will give realistic, appropriate financial costings for their sports event plan and it will be produced so it could be feasibly implemented. Their event plan will be structured and generally suitable for use by an event manager.

Learners will demonstrate that they have made a significant contribution to the event by demonstrating and evidencing that they have taken responsibility for key decisions and carrying out key tasks in the implementation of the sports event.

**For Pass standard,** learners will draw on relevant information to produce suitable event promotional materials that adequately reflect the purpose of the event. They will show some relevant understanding of most of the factors that need to be considered when producing the content of the materials and choosing the method of promotion.

Learners will produce a competent event planning document for a sports event, showing some relevant knowledge and understanding of the key components of the event. The plan will cover the aspects listed in the unit content. Learners will provide some reasons or explanations for choices made in their plan. The plan will include some differentiation of tasks, resources and roles that are realistic for the particular sports event. Individual aspects of the plan will be appropriate with some partially developed explanations or generic reasons for suggested actions and approaches in the plan. They will show a generic understanding of the indicators used to measure the effectiveness of their plan in meeting a given brief.

Learners will provide realistic outlines of efficient financial costings for their sports event plan. They will give basic explanations for actions and decisions taken, showing some breadth in their knowledge and understanding.

Learners will demonstrate in the delivery of the event that they contribute competently to individual and group tasks to produce outcomes. They will show that they have worked appropriately to carry out tasks or activities effectively and safely, to achieve planned outcomes.



## Links to other units

This unit links to:

- Unit 2: Careers in the Sport and Active Leisure Industry
- Unit 5: Self-employment in Sport and Physical Activity
- Unit 12: Sports Tourism
- Unit 14: Marketing Communications
- Unit 19: Sport and Leisure Facility Operations.

## Employer involvement

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

- developing links with local event providers, landowners, countryside managers, local authorities, independent event organisations and marketing departments
- guest speakers
- visits and participation in events
- devising assignment briefs with employers.

## Opportunities to develop transferable employability skills

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- team work
- working on own initiative
- problem solving
- business skills
- planning
- presentation
- evaluation skills.



# Unit 31: Influence of Technology in Sport and Physical Activity

Level: 3

Unit type: Internal

Guided learning hours: 60

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## Unit in brief

Learners will explore the relationship technology has on sport and physical activity and develop a strategy for implementing technology for improved performance or experience.

## Unit introduction

Technology in sport is developing continuously to enhance the sporting world and develop the day to day physical activity that performers take part in and how spectators engage with sports.

Technological developments in the sports industry are used to enhance the analysis, rules and regulations, practicality and experience of many sporting aspects which lead to improvements in competitive sport and also physical wellbeing of society as a whole. Sporting professionals are expected to maintain current industry knowledge through engaging in contemporary sports technology methods used within the industry at various levels.

In this unit, you will learn about the impact that technology has in sport, exploring how this has helped develop sport and physical fitness and our experience of these. You will explore the technological developments in sport, which have impacted the performance outcomes for athletes at different levels and the experience of people accessing sport across the world. You will also explore the key technological impact that technology has on the rules and regulations of sports and the potential issues there may be with using technology in sport. You will create and present a strategy for improving performance or experience within sport and physical activity, and then review how it will impact performance or experience.

This unit will help you to progress to employment in areas such as sports analysis, outdoor activity centres, officiating and sports coaching. The unit will also help you to progress to further study in higher education or to professional qualifications in the sport and physical activity industry.

## Learning aims

In this unit you will:

- A** Explore how different types of technology are used in sport and physical activity
- B** Explore the role of technology in improving sport and physical activity performance and experience
- C** Propose a strategy to improve performance or experience in a selected sport or physical activity.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore how different types of technology are used in sport and physical activity	<b>A1</b> Types of technology <b>A2</b> How technology is used	A report on the types and use of technology in sport and physical activity.
<b>B</b> Explore the role of technology in improving sport and physical activity performance and experience	<b>B1</b> Improving performance <b>B2</b> Improving experience <b>B3</b> Issues with technology	A presentation on a strategy for improving a sport or physical activity performance or experience through technology supported by a rationale.
<b>C</b> Propose a strategy to improve performance or experience in a selected sport or physical activity	<b>C1</b> Strategy <b>C2</b> Presenting <b>C3</b> Reviewing	

## Content

### Learning aim A: Explore how different types of technology are used in sport and physical activity

#### A1 Types of technology

- Equipment and clothing:
  - Clothing, e.g.:
    - fabrics and materials
    - competition clothing, e.g. cycling shoes, swimsuits, skiwear
    - protective clothing, e.g. waterproofs, leathers, goggles.
  - sports-specific equipment, e.g.:
    - helmets
    - rackets
    - equipment to perform sports, e.g. skis, kayak, cycles.
  - disability equipment/assistive technology, e.g.:
    - wheelchairs
    - prosthetics
    - adapted equipment.
  - personal equipment:
    - cameras, e.g. replay
    - GPS trackers and watches
    - cloud based and connected systems.
  - facilities:
    - simulated environments
    - adapted settings
    - maintained environments
    - impact of facilities e.g. indoor ski-centres, rock climbing.

#### A2 How technology is used

- Performance analysis equipment.
- Individual and team technical analysis.
- Ergogenic aids to improve performance, e.g.:
  - supplements
  - lactate threshold training
  - blood lactate testing
  - hyperbaric chambers.
- Video analysis and software, e.g. slow motion, freeze-frame, streaming, Hawk-Eye, Video Assistant Referee (VAR), goal line technology.
- Broadcasting.
- Analysing performance:
  - qualitative assessment
  - quantitative assessment
  - tactical individual and team analysis
  - technical individual and team analysis
  - feedback.

- Fitness tracking:
  - diet and food diaries
  - supplement
  - exercise and general fitness
  - sport specific development
  - schedule planning
    - planning training programmes
    - scheduling times, dates and periods.
- Assessing fitness levels:
  - general fitness
  - monitoring daily/weekly exercise
  - developing fitness plans
  - applications to assess and develop fitness levels
  - data to identify strengths and areas to develop
  - quantifiable statistics, collect and use data
  - rule and regulation judgements
  - biomechanical
  - feedback (level specific).
- Informing fitness programmes:
  - use of mobile apps
  - frequency
  - intensity
  - type
  - time
  - sport specific.
- General fitness:
  - monitoring daily/weekly exercise
  - developing fitness plans
  - tracking progress.
- Enforcement of laws.
- Spectating and officiating.

## **Learning aim B: Explore the role of technology in improving sport and physical activity performance and experience**

### **B1 Improving performance**

- Interpreting data:
  - distances
  - measures
  - tolerances
  - statistics
  - tracking
  - calorie intake.

- Informing strategies for improvement using technology:
  - fitness component development
  - technical development
  - tactical development
  - biomechanical development
  - opposition analysis.
- Planning and preparation:
  - scheduling
  - reminders
  - physical load
  - physical periodisation
  - technical and tactical periodisation.

### **B2 Improving experience**

From a participant's perspective.

- Applications of rules:
  - going beyond human judgement
  - replays
  - slow motion
  - in/out.
- Media spectating:
  - TV
  - radio
  - applications
  - internet
  - social media.
- Sport development:
  - development of rules and regulations
  - fans interactivity
  - knowledge of the sport
  - brand development.

### **B3 Issues with technology**

- Accessibility:
  - feasibility of access to equipment
  - specialised disability equipment.
- Accuracy.
- Reliability.
- Cost:
  - financial implications to access
  - equipment
  - training
  - subscriptions.
- Usability:
  - specific training required
  - specialist equipment.

- Time:
  - preparing and storing equipment
  - compiling data
  - use of data in feedback to performers.
- Ethical considerations:
  - age
  - ability
  - accessibility.

### **Learning aim C: Propose a strategy to improve performance or experience in a selected sport or physical activity**

#### **C1 Strategy**

- Strategy for improving technology:
  - concept
  - assessment of suitability
  - type of technology
  - outline use of technology selected
  - type of benefit
  - target audience
  - cost
  - strengths
  - weaknesses
  - proposed improvements
  - rationale.

#### **C2 Presenting**

- Presenting and explaining:
  - key features clarified
  - target: audience, user or participant
  - details of technology selected
  - impact of improvements and benefits to performer or experience
  - explanation of specific impact on an area of performance or experience
  - use of support materials: images, diagrams, information graphics, flow charts.

#### **C3 Reviewing**

- Reviewing and justifying:
  - key benefits covered
  - relates to the target audience, user or participant
  - check the balance of positives and negatives in relation to the cost and feasibility
  - consider issues with technology
  - consider issues with take up
  - the unique selling point (USP)
  - tried and tested principles and practice
  - strengths
  - areas for development.



## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore how different types of technology are used in sport and physical activity</b>		<b>A.D1</b> Evaluate how different technology has impacted a sport and physical activity, identifying how technology can be used to improve performance or experience in a selected sport or physical activity.
<b>A.P1</b> Explore the types of technology in relation to sport and physical activity.  <b>A.P2</b> Explore the uses of technology in sports or physical activity.	<b>A.M1</b> Assess how three different types of technology have been used in sport and physical activity.	
<b>Learning aim B: Explore the role of technology in improving sport and physical activity performance and experience</b>		<b>BC.D2</b> Justify the strategy of a new technological idea and its impact on how it can improve performance or experience.
<b>B.P3</b> Explain how technology can be used to improve the sport performance and experience of a selected sport or physical activity.  <b>B.P4</b> Explain how three different issues could impact the improvement in sport performance and experience of a selected sport or physical activity.	<b>B.M2</b> Compare ways technology can improve a selected sport performance or physical activity in terms of sport performance and experience of a selected sport or physical activity.	
<b>Learning aim C: Propose a strategy to improve performance or experience in a selected sport or physical activity</b>		
<b>C.P5</b> Develop a strategy for improving sport performance or experience through technology for a given sport or physical activity.  <b>C.P6</b> Present a strategy for improving sport performance or experience for a given sport or physical activity.	<b>C.M3</b> Assess the impact of the chosen strategy for improving sport performance or experience through technology.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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 aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to a range of technology resources

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard**, learners will make a detailed and comprehensive assessment of a range of technological developments in sport and physical activity. They will use this to make evaluative judgements about the impact of different types of technology, giving some informed insight into where there may be growth or progress in the future using examples to illustrate their points. It is important to ensure learners are able to access a variety of examples of types of technology, using current local, regional, national and international examples. The learners should be able to link the types of technology with how they are used in a variety of sports and physical activities, evaluating the impact that the technology has on sports and physical activities.

**For Merit standard**, learners will make a detailed assessment of technology and how it has impacted the development of sport and physical activity. They will give general points that are illustrated with relevant examples.

**For Pass standard**, learners will investigate the types of technology that are used in sports, identifying a range of technology for performance and experience and investigating how these are used. They will give some detailed examples of how technology contributes to participation, officiating and spectating.

#### Learning aims B and C

**For Distinction standard**, learners will produce an effective strategy that is detailed and considered. They will demonstrate how the application of technology will improve the performance or experience in a selected sport or physical activity. Learners will justify the strategy and how it could be successful in developing performance levels or experiences in sport. They will assess the issues that relate to using technology in sport and will produce and deliver a presentation on the technological strategy they have created. The strategy will be informed by a detailed comparison of how technology can improve performance and an in-depth understanding of issues related to the use of technology. The presentation of the strategy will be clear and coherent.

**For Merit standard**, learners will consider the similarities and differences in the ways that technology can improve both performance aspects and the experience of sport. They will make generally relevant points and provide appropriate examples of the issues related to using technology for improving sport performance and the experience of sport. Learners will use this information to inform a sound and coherent strategy, which they will present with a logical and clear structure and detail. The strategy will be informed by general knowledge of issues relating to the use of technology in sport.

**For Pass standard**, learners will consider some general ways that technology can be used to improve sport performance and experience, while identifying and explaining some of the issues related to the use of technology. They will produce a strategy, with some refinement of how technology can be implemented to improve performance and experience for a given context, and present this using basic presentation skills.

### **Links to other units**

This unit links to:

- Unit 3: Research Project in Sport
- Unit 4: Ethics, Behaviours and Values
- Unit 16: Applied Coaching Skills
- Unit 35: Practical Sports Performance.

### **Employer involvement**

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

- identifying the use of technology within professional sports clubs
- utilising the software used at various levels of sports performance and/or experiences
- practical application of data analysis at various levels of sport.

### **Opportunities to develop transferable employability skills**

Besides the specialist subject knowledge gained through the study of this unit, learners will also have the opportunity to develop transferable employability skills:

- organisational
- problem solving
- communication
- critical thinking
- initiative and enterprise.

# Unit 32: Sports Performance Analysis

Level: 3

Unit type: Internal

Guided learning hours: 60

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## Unit in brief

Learners will study methods of performance analysis, benchmarks for performance, and practically develop and use tools for analysing performance and providing feedback.

## Unit introduction

Coaches and athletes are always striving for the marginal gains that will lead to improved performance and success. Sports performance analysis provides the tools and framework for analysis, which then allows the identification of the key performance factors and areas for athletes' improvement.

You will learn the components of successful performance in sport and the different methods of analysis that are applied to the different areas of performance. You will analyse sport through performance profiling to identify different areas of performance, including measures of fitness factors and various measures employed to technical and tactical components for success.

When factors effecting successful performance are established then suitable measures for the performance will be produced and practical observation of athletes performance made. Based on this structured observation areas of improvement can be identified and future training feedback to athletes.

This unit will prepare you for progression to higher education or a career in sports coaching by developing your skills in presenting data, analysis and understanding of sports performance.

## Learning aims

In this unit you will:

- A** Examine methods for analysing sports performance
- B** Explore ideal modes, benchmarks and protocols for performance analysis
- C** Carry out an analysis of sports performance of an individual athlete or team
- D** Review the collected analysis data and provide feedback to individual athlete or team.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Examine methods for analysing sports performance	<b>A1</b> Performance profiling <b>A2</b> Methods of analysis <b>A3</b> Techniques for sports analysis	Produce a report on methods of analysing sports performance, evaluating their relevance and usability for a coach.
<b>B</b> Explore ideal models, benchmarks and protocols for performance analysis	<b>B1</b> Information sources to establish ideal performance models and benchmarks <b>B2</b> Protocols and materials for performance analysis	Produce a presentation explaining the performance demands, ideal models and performance benchmarks of an individual or team sport. Then using this information produce your own analysis method for this sport.
<b>C</b> Carry out an analysis of sports performance of an individual athlete or team	<b>C1</b> Carrying out a sport analysis <b>C2</b> Collating and presenting analysis results	Provide a summary report of an observational analysis on an individual athlete or team.
<b>D</b> Review the collected analysis data and provide feedback to individual athlete or team	<b>D1</b> Comparing data to benchmarks and ideal model <b>D2</b> Providing feedback to an athlete or team on performance	Provide feedback on performance and setting goals for future development.

## Content

### Learning aim A: Examine methods for analysing sports performance

#### A1 Performance profiling

- Aims of performance profiling.
  - improve overall individual/team performance.
  - accurate assessment of current performance levels
  - agreed development plan/strategies
  - performance training and development
  - psychological, physical, technical, tactical analysis.
- Process of profile construction, to include:
  - selection of characteristics
  - discussion between coach, athlete and team
  - grading of components
  - graphical representations.
- Qualitative and quantitative measures.
- Performance profiling cycle.
  - communication between coach, athlete and team
  - establishing priorities
  - identifying strengths and weaknesses
  - graphical representations: bar charts, radar diagrams, circles
  - agreed goals.

#### A2 Methods of analysis

- Cardiorespiratory tests, such as:
  - Astrand Treadmill Protocol
  - YMCA cycle ergometer test
  - Wingate Anaerobic Test
  - Astrand cycle ergometer maximal test
  - Cooper 12-minute run
  - 1.5 mile running test
  - Harvard Step Test
  - Queen's College Step Test
  - Intensity testing (maximal and sub-maximal).
- Muscular assessment:
  - endurance
  - power
  - strength.
- Skill-related assessments, such as:
  - flexibility, e.g. goniometers, sit and reach
  - balance, e.g. Romberg, unipedal, functional reach
  - stability, e.g. single-leg hop test, star excursion.
- Field tests, such as:
  - Illinois Agility Test
  - Pro-agility Shuttle
  - Arrowhead Agility Drill
  - 40 m, 60 m, 100 m sprints

- Health-related, such as:
  - body mass index (BMI)
  - skinfold
  - bioelectrical impedance analysis.
- functional movement screening
- assess validity, accuracy, reliability, ease of use, cost, health and safety, and accessibility of selected methods.

### **A3 Techniques for sports analysis**

- In play and isolated skill situations.
- Quantitative measures, such as match statistics and performance checklists.
- Qualitative measures, such as observation of key performance cues providing subjective judgements. Halo and horn effect.
- Global Positioning System (GPS) analysis:
  - movement tracking.
- Video analysis:
  - resources and process, aim, recording (position, quantity, duration, quality, review)
  - evaluation software, such as Dartfish, kandle, Coach's Eye.
- Notational analysis:
  - study of tactical/technical performance via quantification of performance and movement patterns of an individual or team; positional play, technical selections, technique selection, success rates
  - different systems and graphical representations: graphs, bar charts.
- Assess validity, accuracy, reliability, ease of use, cost, health and safety, and accessibility.

## **Learning aim B: Explore ideal models, benchmarks and protocols for performance analysis**

### **B1 Information sources to establish ideal performance models and benchmarks**

- Observation/recordings:
  - videos
  - pictures
  - commentary.
- Coaching courses:
  - governing body coaching pyramids
  - specialist qualifications.
- Academic papers/journals/documents on:
  - coaching
  - psychology
  - biomechanics
  - nutrition
  - fitness training
  - coaching manuals.
- Coaches, teachers, sports scientists:
  - coach's ideal model
  - benchmark data for your chosen individual athlete or team.



- Internet and social media.
- Match statistics:
  - national records
  - age group records
  - finish time data.
- National governing body sources:
  - coaching manuals
  - comparative level of performance.

## **B2 Protocols and materials for performance analysis**

- Summary of sources of information:
  - consider/evaluate validity relevance and accuracy of sources.
- Timing:
  - during or after performance
  - timing of benchmark tests in relation to season and performance
  - duration of benchmark tests.
- Preparation of materials for gathering information:
  - selection and review of equipment needed for analysis method, i.e. video, audio, computer, tablet, phone, movement sensors, modified equipment, dynameters, power meters, stop watch, existing performance documentation
  - creation of materials for analysis, i.e. observation checklist, tally chart, tick list, formatted recording sheets, data sheets, statistics sheets, adapted existing performance documentation.
- Considerations for the evaluation performance measures:
  - validity, reliability, relevance, usability, cost.

## **Learning aim C: Carry out an analysis of sports performance of an individual athlete or team**

### **C1 Carrying out a sport analysis**

Use the performance analysis protocols and materials developed in learning assessment B.

- Observation environments:
  - athlete in live competitive performance
  - video of performance
  - conditioned benchmark test
  - gym or lab-based test
- Focus on performance and process not outcome.

### **C2 Collating and presenting analysis results**

- Information gathered during performance or after performance:
  - quantitative and qualitative information.
- Collation methods:
  - statistical analysis
  - totalling tallies
  - averages
  - percentages
  - summary statements.

- Presentation formats to allow conclusion to be made:
  - statistical evidence
  - graphs
  - distribution diagrams
  - edited video commentary
  - annotated video.

**Learning aim D: Review the collected analysis data and provide feedback to individual athlete or team**

**D1 Comparing data to benchmarks and ideal model**

- Conclusion based on relevant evidence and data drawn from the gathered performance analysis.
- Process and outcome mismatches, i.e. poor technical performance leading to success or good technical performance failing.
- Outcomes linked to observations of performance. Cause and effect, technically and tactically.
- Patterns and anomalies in performance.

**D2 Providing feedback to an athlete on performance**

- Focus on performance and process not outcome.
- Suitable format to reinforce the conclusions drawn, i.e. shots attempted, shots on targets, points scored can be presented in statistical or graphical form.
- Feedback could include:
  - verbal, written, visual
  - suitable format to reinforce the conclusions drawn, i.e. shots attempted, shots on targets, points scored can be presented in statistical or graphical form
  - promotion of technically and tactically correct performance to increase likelihood of future success.
- Goal setting:
  - specific Measurable Achievable Recorded Time Constraint (SMART)
  - short, medium- and long-term goals
  - process goals
  - outcome goals
  - aligned with ideal model and benchmarks
  - drawn from and supported by observation evidence.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine methods for analysing sports performance</b>		<b>A.D1</b> Evaluate methods and techniques for measuring performance analysis, recommending and justifying methods and techniques for individual or team performance analysis.
<b>A.P1</b> Explain methods and techniques for analysing sports performance.	<b>A.M1</b> Analyse methods and techniques for analysing sports performance, assessing validity, relevance and usability.	
<b>Learning aim B: Explore ideal models, benchmarks and protocols for performance analysis</b>		<b>B.D2</b> Evaluate established ideal models, benchmarks and protocols for performance analysis of an individual athlete or team.
<b>B.P2</b> Identify established ideal modes, benchmarks and protocols for performance analysis of an individual athlete or team. <b>B.P3</b> Produce protocols and materials to use for performance analysis of an individual athlete or team.	<b>B.M2</b> Assess and establish ideal models, benchmarks and protocols for performance analysis of an individual athlete or team. <b>B.M3</b> Produce detailed protocols and materials to use for performance analysis of an individual athlete or team.	

Pass	Merit	Distinction
<b>Learning aim C: Carry out an analysis of sports performance of an individual athlete or team</b>		<b>CD.D3</b> Evaluate collated data, comparing against own ideal performance model and benchmarks, providing feedback that sets justified goals for future development.
<b>C.P4</b> Collate data and present in a suitable format, from an observation of an individual athlete or team performance.	<b>C.M4</b> Collate detailed data and present in different formats, from an observation of an individual athlete or team performance, comparing against own ideal performance model and benchmarks.	
<b>Learning aim D: Review the collected analysis data and provide feedback to individual athlete or team</b>		
<b>D.P5</b> Review collated data providing feedback to an individual athlete or team on their sporting performance.	<b>D.M5</b> Analyse of collated data providing detailed feedback to an individual athlete or team on their sporting performance that sets goals for future development.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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.M1, A.D1)

Learning aim: B (B.P2, B.P3, B.M2, B.M3, B.D2)

Learning aims: C and D (C.P4, D.P5, C.M4, D.M5, CD.D3).

## Further information for teachers and assessors

### Resource requirements

ICT Equipment.

### Essential information for assessment decisions

#### Learning aim A

**For Distinction standard**, learners will provide reasons and evidence to support their evaluation of the methods and techniques for performance analysis. Their recommendations and justifications of performance analysis methods and techniques should be appropriate for individual and team performance analysis. As part of this, learners can include appropriate quality considerations, such as specific types of validity, reliability, accuracy, precision, bias, trustworthiness. Learners can draw on a range of performance profiling, testing and analysing methods and techniques that gather information from across the range of the stated content.

**For Merit standard**, learners will give details of the analysis method design and analysis technique. They can use evidence to support these details, such as from appropriate literature based on validity, accuracy, reliability, ease of use, cost and accessibility.

**For Pass standard**, learners will draw on a range of performance profiling methods, and testing and analysing techniques that gather information from across the range of the stated content. They will explain aims and purpose, logistics, equipment, timing and the process of performance profiling methods, as well as the concepts that underpin the process.

#### Learning aim B

**For Distinction standard**, learners will draw on varied sources of information, for example different journal articles, appropriate textbooks, national governing bodies, live performance, statistics, video to evaluate detailed ideal models, benchmarks and analysis processes. Learners can evaluate sources and justify the inclusion or exclusion of details or statistics. Methods and processes of analysis can be justified according to their reliability, validity and accessibility, and alternative methods suggested.

**For Merit standard**, learners will analyse and research ideal performance models and benchmarks for individual and team performances in a selected sport, to help produce their own ideal model and benchmarks. It will be expected that a range of performance factors is identified and alternative sources of information are analysed to produce the learner's ideal model and benchmarks. Learners can give clear details of the analysis process selected and analyse its suitability for use on a specific sport, the positives and negatives for its use should be explained. Learners can also consider relevance based on validity, accuracy, reliability, ease of use, cost, and accessibility.

**For Pass standard**, learners will explain the ideal performance model in a selected sport and benchmarks for the analysis of performance. Information from observations, coaching, manuals and experience should be synthesised to produce the learner's ideal model and benchmarks.

Learners will also explain a performance analysis process for a specific sport. Learners can provide explanation of the equipment needed, timing, methods and recording documentation of the processes.

## Learning aims C and D

**For Distinction standard,** learners will make evaluations and present analysis results in a suitable format that provides conclusions on performance and that are supported by evidence drawn from observations. Conclusions can be expected to compare observed processes and outcomes, and make justified conclusions compared to ideal models and benchmarks. Feedback to athletes or teams can be expected to suggest short-, medium- and long-term goals, justified by observation and supported by relevant data. Conclusions can be drawn on the effectiveness and practical application of the analysis process, benchmarks and ideal model, with suggestions for alternatives provided.

**For Merit standard,** learners will collate detailed data from the observation of an individual athlete or team that shows depth of the performance. Learners can then present data in different formats, which show a variation in how the information gathered can be visually displayed to illustrate the detailed data. Collated and presented data is compared to own ideal performance model and benchmarks. Learners can then analyse collated data and make conclusions that support judgements made on individual athlete or team performance. Feedback to individual athlete or team can be presented in a format that shows a detailed breakdown of their strengths and areas for improvement, and sets goals for future development based on the data.

**For Pass standard,** learners will carry out an observation of sports performance, collating data that can be used to present in a suitable and simple format. Learners can be expected to collate and present in a way that shows basic data collection and uses simple presentation format. The learners can then review the gathered observation data by appraising existing data collection and making a formal assessment of it. Presentation of feedback to an individual or team on their performance can identify strengths and areas for future development.

## Links to other units

This unit links to:

- Unit 28: Fitness Testing
- Unit 33: Rules, Regulations and Officiating in Sport.

## Employer involvement

This unit would benefit from employer involvement in the form of guest speakers and interview opportunities.

## Opportunities to develop transferable employability skills

Learners will have the opportunity to develop transferable employability skills:

- research skills
- problem solving
- communication
- working with others.





# Unit 33: Rules, Regulations and Officiating in Sport

Level: 3

Unit type: **Internal**

Guided learning hours: 30

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## Unit in brief

Learners explore the rules and regulations in a selected sport, and apply them while officiating.

## Unit introduction

In sport, rules and regulations are constantly being developed to improve the experience for participants, provide spectators with greater enjoyment and, often, provide the media with greater levels of excitement. The rules and regulations ensure safety for participants and spectators, for example changes in equipment can increase safety for participants and venues have safety measures in place for spectators. Officials play an important and significant role in sports competitions by ensuring games are played in accordance with rules and regulations and therefore are respected among participants, spectators and professional organisations.

In this unit, you will gain an understanding of the rules and regulations in a selected sport which will support you to undertake the role of an official for a sport and apply the relevant sport's national governing body (NGB) regulations. You will then assess your own officiating performance using a variety of assessment methods.

There are clear career pathways for those that would like to pursue a career as an official in sport. Key governing bodies have begun to look to the younger generations to start officiating as early as possible, and build up their experience as match officials. By developing your understanding of the rules, regulations and requirements of officiating, this unit will help you to progress to employment as a coach, a PE teacher or an administrator for an NGB

## Learning aims

In this unit you will:

- A** Understand the roles and responsibilities of the officials involved in sport
- B** Explore the performance of officials in a selected sport
- C** Undertake the role of a match official in a competitive sport.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Understand the roles and responsibilities of the officials involved in sport	<b>A1</b> NGB rules/laws and regulations in different sports <b>A2</b> Roles of the officials <b>A3</b> Responsibilities of the officials	A written report discussing how the official's roles and responsibilities have evolved.
<b>B</b> Explore the performance of officials in a selected sport	<b>B1</b> Applying rules/laws and regulations to different situations <b>B2</b> Analysing officials in different sports	A written report/video analysis of officials' performance and identifying how the rules/laws and regulations were applied.
<b>C</b> Undertake the role of a match official in a competitive sport	<b>C1</b> Officiating in a full match/game <b>C2</b> Review own performance	A practical demonstration evidenced through observation reports/video evidence of learners officiating in a selected sport, applying the correct rules and regulations in a controlled environment. A written report analysing own performance of officiating in a selected sport using witness testimony/questionnaires

## Content

### Learning aim A: Understand the roles and responsibilities of the officials involved in sport

#### A1 NGB rules/laws and regulations in different sports

Rules/laws and regulations as published by the national or international governing body for the sport.

- Current day rules/laws for different 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, ICC (International Cricket Council) laws of cricket, INF (International Netball Federation) rules of netball.
- Current day regulations as published by the national or international governing body for the sport, for example playing area/dimensions, playing surface, number of players and substitutions, time, facilities and equipment, scoring system, officials, health and safety, player discipline and sanctions.
- History of the rules/laws and regulations: formation of NGBs.
- Effects of the media: positive and negative influences.
- Technology: how the advances in technology affect and influence rules/laws and regulations.

#### A2 Roles of the officials

Know the role of the officials in tournament/competition play.

- As a judge, timekeeper, score keeper, safety officer, communicator, disciplinarian, arbiter.
- Effects of the media on the role of the officials.
- Relations between the official and the media.

#### A3 Responsibilities of the officials

Know the responsibilities of officials in tournament/competition play.

- Application of rules, communicating information, establishing and maintaining relationships, scoring, health and safety, fair play, appearance.
- Working with new technologies: increasing or decreasing responsibilities, future expectations.

### Learning aim B: Explore the performance of officials in a selected sport

#### B1 Applying rules/laws and regulations to different situations

- Situations that an official would have to enforce in the rules/laws and regulations of the selected sport, e.g. illegal challenges, players in illegal positions, injuries to players, ball out of play, simulation, poor discipline.
- Use of effective decision making when officiating sport.
- Use of effective communication when officiating sport.
- Applying behaviour management when officiating sport.
- Game control when officiating sport.

## **B2 Analysing officials in different sports**

- Relevant officials should be selected for the specific sport, e.g. umpires in cricket and netball, line judges in badminton and tennis, touch judges in rugby, referees in football and hockey, fourth officials in football, video referees in rugby league and rugby union, judges in gymnastics, timekeepers in boxing.
- Ways to analyse officials in the selected sport, including notational analysis, performance profiling, SWOT (strengths, weaknesses, opportunities, threats), observation checklist, video analysis.
- Identify strengths and areas for improvement.
- Identify ways for future development, for example practice, training, qualifications, self-analysis, mentoring, buddy systems, reduction of errors by match officials.

## **Learning aim C: Undertake the role of a match official in a competitive sport**

### **C1 Officiating in a full match/game**

All officiating should take place under national/international governing body competition/tournament rules and regulations.

Key officiating requirements include:

- apply relevant rules/laws for the sport
- control the game
- use scoring systems effectively
- ensure health and safety of all participants (environment, injuries, equipment)
- demonstrate effective relationships with others, for example coaches, performers, spectators, other officials
- manage conflict
- effective communication.

### **C2 Review own performance**

As an official you should receive:

- feedback from participants/players, supervisors, observers
- video analysis
- formative and summative feedback
- effects on participants' performance
- strengths and areas for improvement
- personal reflection
- development plan.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the development of the roles and responsibilities involved in sport</b>		<b>A.D1</b> Evaluate the roles and responsibilities of officials in a selected sport.
<b>A.P1</b> Explain the role and responsibilities of officials in a selected sport.	<b>A.M1</b> Analyse the role and responsibilities of officials for a selected sport	
<b>Learning aim B: Explore the performance of officials in a selected sport</b>		<b>B.D2</b> Evaluate the performance of officials officiating in a selected sports for recommended good practice.
<b>B.P2</b> Explain how officials apply the rules, laws and regulations in a selected sport. <b>B.P3</b> Review the performance of officials, using assessment methods in a selected sport, identifying strengths and areas for improvement.	<b>B.M2</b> Analyse the strengths and weakness of officials' performance in a selected sport.	
<b>Learning aim C: Undertake the role of an official in a competitive sport</b>		<b>C.D3</b> Evaluate own performance, strengths and areas for improvement using feedback from others and two different assessment methods to recommend improvements for personal officiating development.
<b>C.P4</b> Perform one officiate role in a selected sport, applying rules, laws and regulations in a competitive practice correctly. <b>C.P5</b> Review own performance in officiating in a selected sport, using two assessment methods, identifying skills gained.	<b>C.M3</b> Perform one officiate role in a selected sport applying the rules, laws and regulations appropriately and accurately in a competitive situation. <b>C.M4</b> Assess own performance, identify strengths and areas for improvement, using feedback from others and two 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 Internal assessment* gives information on setting assignments and there is also 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.M1, A.D1)

Learning aim: B (B.P2, B.P3, B.M2, 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 governing body rules and regulations of selected sports, the resources required to officiate in their selected sports, for example facilities, participants, equipment and resources required for analysis and observation, for example recording equipment.

### Essential information for assessment decisions

#### Learning aim A

A presentation/written report which will discuss the role of officials in a selected sport including how changes in technology (that help to analyse more accurate results) influence their roles and the requirement to work and embrace new technologies.

**For Distinction standard,** learners will evaluate the roles and responsibilities of officials in a selected sport. They will form valid conclusions with supporting evidence.

**For Merit standard,** learners will assess the role and responsibilities of the officials in a selected sport. The assessment should consider the technologies that have are used in sport how they have affected modern day rules/laws and regulations.

**For Pass standard,** learners will explain the key requirements for the officials in a selected sport and provide evidence of how the officials implement their responsibilities. They should identify the technological advances in the sport and draw conclusions on the new levels of responsibility.

#### Learning aim B

A report analysing the performance of officials in a selected sport through the use of different assessment methods.

**For Distinction standard,** learners will recommend good practice used by officials. Learners will justify and support with evidence, using appropriate assessment methods and observations, to draw valid conclusions.

**For Merit standard,** learners will analyse the performance of officials in three different situations in a selected sport. Learners' assessments of officials should use observations to analyse the strengths of officiators and weaknesses in their performance to draw conclusions.

**For Pass standard,** learners will make judgements on how and why the particular rule and regulation was applied by officials in a competitive sport and they will provide a rationale of the outcome. Learners will use at least two assessment methods to measure and analyse information gained from observations of the official's performance. They will use this to make a conclusion on their performance by identifying their strengths and areas for improvement.

#### Learning aim C

Learners will officiate in their selected sport, assessing their performance and making recommendations for personal improvement.

**For Distinction standard,** learners will use all sources of feedback efficiently to judge personal performance, including personal performance data. They will make references to professional standards data and benchmarks. Feedback from others, including peers and competitors will be used effectively to support learners' recommendations for personal improvements.

**For Merit standard,** learners will demonstrate official roles and responsibilities, by applying relevant rules and regulations accurately in a controlled competitive sport, to show a depth of understanding of the relevant rules and regulations. Learners should make clear conclusions about their strengths and weaknesses and suggest where they need to improve. Learners should be able to rationalise any questioning of officiator.

**For Pass standard,** learners will perform the officiating role in a competitive situation with clear application of the rules and regulations, demonstrating a good degree of understanding of rules and regulations through application with minimal correction required.

Learners' own assessment of their performance will use two assessment methods, including video recordings of their performance. Learners will discuss the skills applied and gained while officiating and make a conclusion on their performance.

### Links to other units

This unit links to:

- Unit 5: Self-employment in the Sport and Physical Activities
- Unit 29: Technical and Tactical Skills in Sport
- Unit 32: Sports Performance Analysis
- Unit 35: Practical Sports Performance.

### 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.

### Opportunities to develop transferable employability skills

Learners studying this unit will develop a range of transferrable skills:

- working on their own initiative
- teamwork
- communication
- evaluation skills.



# Unit 34: Sport Development

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners explore the principles of sports development, the key agencies involved and provide applied examples of current practice.

## Unit introduction

Sport development has evolved and is an important part of today's sports industry. The effectiveness of sport development has a direct impact on many current issues in sport including the performance of athletes at major events, healthy living and developing key life skills. Sport development is about positive change. In this unit you will look at sport development and the diverse work of sport development officers. You will explore the key concepts in sport development including the sport development continuum, target groups and barriers to participation. You will also explore the cross-cutting agendas in which sport development plays a significant role.

Participation in sport and exercise is at the core of the work of any sport development officer. You need to understand what may prevent people from participating in sport, whether it is cultural, financial or for another reason. You will identify the needs of key central and local target groups and what can be done to allow these groups more access to sport and exercise. You will also study sport development in practice including within local authorities, sport's national governing bodies, voluntary clubs and other organisations. Sport development is largely about project management. These projects are seldom delivered in isolation, and you need to develop an understanding not just of other stakeholders or funding sources but also the protocol for designing and delivering a multi-agency project. You will be expected to investigate different organisations involved in sport development. These organisations can help with funding, sponsorship or even assist in supplying volunteers for events and research.

This unit will help you to progress to employment in sport development, health and education. The unit will also help you to progress to further study in higher education or professional qualifications in sport development, coaching and health promotion.

## Learning aims

In this unit you will:

- A** Examine key concepts in sport development
- B** Explore the key providers of sport development
- C** Investigate sport development in practice.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Examine key concepts in sport development	<b>A1</b> The sport development continuum <b>A2</b> Purpose of sport development <b>A3</b> Barriers to participation <b>A4</b> Target groups	A presentation evaluating the barriers to participation for individuals from different target groups at different levels of the sport development continuum, providing effective and realistic solutions.
<b>B</b> Explore the key providers of sport development	<b>B1</b> The organisation of providers of sports development <b>B2</b> Providers of sport development <b>B3</b> Structure of sport development organisation <b>B4</b> Roles and responsibilities of job roles in sport development	A report evaluating the roles and responsibilities of professionals working in different types of sport development organisations.
<b>C</b> Investigate sport development in practice	<b>C1</b> Initiatives <b>C2</b> Project planning <b>C3</b> Measures of success	A presentation evaluating the activities in the project plan and justify choices of activities by recommending suitable measures of success.

## Content

### Learning aim A: Examine key concepts in sport development

#### A1 The sport development continuum

- Levels on the continuum:
  - foundation activities:
    - play
    - multi-skill sessions
    - basic skill development
    - balance and coordination
  - participation activities:
    - grassroots clubs
    - basic skill development in a particular sport
    - introduction of competitive games
  - performance activities:
    - regional and semi-professional level clubs
    - tactical development
    - refining complex skills
    - patterns of play
  - excellence activities:
    - national level competition
    - international level competition
    - professional environments.
- Levels of coaching/leadership required at each level.
- Equipment and facility needs.
- Financial cost of providing activities at each level.

#### A2 Purpose of sport development

- Skill development.
- Increasing activity levels.
- Improving health and wellbeing.
- Showing progression.
- Targeting groups at risk in the community.
- Developing community cohesion.
- Increasing/lifelong participation.
- Cross-cutting agendas, e.g.:
  - pro-health
  - pro-education
  - anti-drug
  - anti-crime
  - regeneration.

#### A3 Barriers to participation

- Cultural:
  - diversity
  - ethnic differences
  - cultural expectations.

- Social:
  - having children
  - access to facilities
  - cohesion.
- Economic:
  - financial considerations
  - cost of activities
  - purchasing equipment and sportswear.
- Historical:
  - stereotypes of male/female sports
  - male/female role in society.
- Educational:
  - physical education
  - presence of role models.

#### **A4 Target groups**

- Women.
- Young people.
- 50+.
- Disabled people.
- Black and minority ethnic groups (BMEs).
- LGBTi.

### **Learning aim B: Explore the key providers of sport development**

#### **B1 The organisation of providers of sport development**

- Public sector:
  - local government departments.
- Health providers
  - national government projects/initiatives.
- Private sector:
  - private businesses that operate to make a profit.
- Voluntary sector:
  - sports clubs that have an interest in certain sports
  - volunteers work for free or for expenses.

#### **B2 Providers of sport development**

- National organisations relevant to the country the sport is being delivered in.
- Local government.
- Governing bodies:
  - international
  - national
  - regional
  - local.
- Voluntary organisations.
- Private sector providers.
- Professional providers.

**B3 Structure of sport development organisations**

- Committees.
- Working groups.
- Forums.
- Consultation groups.
- Community groups.
- Personnel.

**B4 Roles and responsibilities of job roles in sport development**

- Personnel in sport development:
  - sport development officers:
    - sports specific
    - non-sports specific
  - sport specific:
    - coaches
    - leaders
    - managers
  - community volunteers:
    - sport specific
    - non-sport specific
    - youth workers
    - health improvement officers.
- Roles and responsibilities:
  - enabling and facilitating
  - direct delivery
  - strategic
  - operational
  - advisory
  - participation
  - performance
  - child protection.

**Learning aim C: Investigate sport development in practice****C1 Initiatives**

- Local initiatives:
  - local government sport development
  - sport-specific activities
  - national governing body initiatives through foundation/participation level clubs
  - activities that are aimed at target groups
  - partnership working to meet a specific aim, e.g.:
    - health improvement
    - tackling social isolation
    - community cohesion.

- National initiatives:
  - Olympic Games and Paralympic Games talent identification and development
  - government grant funding
  - national governing body projects
  - school games and physical education
  - private sector programmes.

### **C2 Project planning**

- Aims and objectives.
- Link to a specific target group.
- Level of sport development continuum the project is aimed at.
- Funding source.
- Sport specific versus non-sport specific.
- Session plans.
- Series of activities.
- Equipment.
- Staffing requirements:
  - specialist coaches
  - child protection
  - first aid provision.
- Facility needs.
- Cultural considerations.

### **C3 Measures of success**

- Meeting the aims of the project.
- Participation numbers.
- Diversify of participants – target groups.
- Enjoyment.
- Exit route engagement.
- Repeat attendance.
- Life-long participation.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine key concepts in sport development</b>		<b>A.D1</b> Evaluate the barriers to participation for individuals from different target groups at different levels of the sport development continuum, providing effective and realistic solutions.
<p><b>A.P1</b> Describe the sport development continuum and the purpose of each level.</p> <p><b>A.P2</b> Describe barriers to participation for individuals from different target groups at different levels of the sport development continuum.</p>	<p><b>A.M1</b> Compare and contrast the different levels of the sport development continuum, identifying strengths and areas for improvement.</p> <p><b>A.M2</b> Explain barriers to participation for individuals from different target groups at different levels of the sport development continuum.</p>	
<b>Learning aim B: Explore the key providers of sport development</b>		<b>B.D2</b> Evaluate the roles and responsibilities of professionals working in different types of sport development organisations.
<p><b>B.P3</b> Describe the organisation, providers and structure of sport development.</p> <p><b>B.P4</b> Explain different roles in sport development and the associated roles and responsibilities.</p>	<b>B.M3</b> Compare and contrast the roles and responsibilities of professionals working in different types of sport development organisations.	
<b>Learning aim C: Investigate sport development in practice</b>		<b>C.D3</b> Evaluate the activities in the project plan and justify choices of activities by recommending suitable measures of success.
<p><b>C.P5</b> Explain local and national sport development initiatives.</p> <p><b>C.P6</b> Produce a project plan for a sport development activity which is linked to a specific target group, explaining how success can be measured.</p>	<b>C.M4</b> Analyse the effectiveness of the project plan, comparing it to existing initiatives.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6 Internal assessment* 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

Access to research facilities and visiting speakers would support delivery of this unit.

### Essential information for assessment decisions

Assessment strategies should include a range of activities that demonstrate practical and personal skills. It may be helpful for methods of assessment to mirror sport development in practice. Learner evidence may be in the form of presentations, worksheet, projects, logbooks, displays, personal statements and reports. Practical/verbal assessments will need to be supported by a tutor witness statement/observation record to confirm criteria met/not met.

### Learning aim A

**For Distinction standard**, learners will draw on varied information on existing local and national provision to consider aspects such as the significance of barriers to participation for individuals from three different target groups at different levels of the sport development continuum. Learners' inquiry should lead to a supported judgement providing effective and realistic solutions.

**For Merit standard**, learners will identify the main factors relating to local and national examples on each tier of the sport development continuum pyramid that is extended to explaining the similarities, differences, advantages and disadvantages. Learners will show clear details and give evidence to support a view on local and national examples of barriers to participation. They are able to show that they comprehend the origins of the barriers to participation for individuals from three different target groups.

**For Pass standard**, learners will give a clear, objective account in their own words of the relevant features and information about each level of the sport development continuum. Learners will consider barriers to participation for individuals from three different target groups, at different levels of the sport development continuum. Learners will look at different sport development providers in their country, including their structures and roles.

### Learning aim B

**For Distinction standard**, learners will draw on varied information to consider the significance of the roles and responsibilities of three different professionals working in each of the three types of sport development organisation. Learners' inquiry should lead to a supported judgement showing relationship to the roles and responsibilities of the professionals and how they differ in each type of organisation.

**For Merit standard**, learners will identify the main factors relating to the roles and responsibilities of three different professionals working in each of the three types of sport development organisations that are extended to explain the similarities, differences, advantages and disadvantages.

**For Pass standard**, learners will give a clear, objective account in their own words of the relevant features and information about the three types of sport development organisations. Learners will show clear details and give evidence to support a view of the roles and responsibilities of three different professionals working in each of the three types of sport development organisations.

Learners are able to show that they comprehend the roles and responsibilities, and the suitability for purpose of each.

## Learning aim C

**For Distinction standard**, learners will draw on varied information to consider aspects such as strengths or weaknesses, advantages or disadvantages, alternative actions and the relevance of choice of the activities in their project plan. Learners' inquiry should lead to a supported judgement showing relationship to its context and recommended ways of measuring success, which are realistic and effective.

**For Merit standard**, learners will present the outcome of methodical and detailed examination by breaking down their project in order to interpret and study the interrelationships between information or data to interpret and study key the similarities, differences, advantages and disadvantages compared to a local and a national initiative.

**For Pass standard**, learners will show clear details and give evidence to support a view on two local and two national sport development initiatives. Learners could show how conclusions are drawn. Learners are able to show that they comprehend the objectives of each, and its suitability for purpose and how effective the initiatives have been. Learners create a project plan for a sport development activity which is linked to a specific target group that will contain some factors and information, but gives only brief consideration to the measures for success.

### Links to other units

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 3: Research Project in Sport
- Unit 4: Ethics, Behaviours and Values
- Unit 10: Business and Technology in Personal Training
- Unit 12: Sports Tourism.

### Employer involvement

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

- partnership work with sport development organisations and key projects requiring volunteer effort
- learners becoming involved in the design, delivery and review of their own project
- visits to centres where sport development officers work, or sport development events take place, would also be of great value.

### Opportunities to develop transferable employability skills

Besides the specialist subject knowledge gained through the study of this unit, learners will also have the opportunity to develop transferable employability skills:

- organisational
- problem solving
- communication
- critical thinking
- initiative and enterprise.

# Unit 35: Practical Sports Performance

Level: 3

Unit type: **Internal**

Guided learning hours: 30

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## Unit in brief

Learners develop the skills, techniques and tactics of selected sports through active participation in individual or team sports.

## Unit introduction

Sports participation remains a key focus for many governments 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. For an individual to enjoy and fulfil their potential in any sport, it is important that they understand the techniques and tactics essential to that sport and are able to prepare and participate in the sport.

In this unit you will improve your knowledge and practical ability in a selection of individual or 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.

This unit will help you to progress to employment as a sports leader, coach or sports instructor. The unit will also help you to progress to further study in higher education or to professional qualifications in physical education.

## Learning aims

In this unit you will:

- A** Explore skills, techniques and tactics required in selected sports
- B** Use skills, techniques and tactics in an individual or team sport
- C** Review own performance in an individual or team sport to inform future development.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore skills, techniques and tactics required in selected sports	<b>A1</b> Individual and team sports <b>A2</b> Classification of skills required in sport <b>A3</b> Skills and techniques required to perform in a sport <b>A4</b> Tactical demands applied in sports performance	A report evaluating how participants use skills, techniques and tactics required in individual and team sports, justifying why these are suitable for the sports performance.
<b>B</b> Use skills, techniques and tactics in an individual or team sport	<b>B1</b> Safe and appropriate practical performance demonstration and participation	Photographic/video evidence of learners using skills which can be supported by observation records, and followed up by a review of own performance with recommendations for improvements.
<b>C</b> Review own performance in an individual or team sport to inform future development	<b>C1</b> Assessment methods to review the performance of the skills, techniques and tactics in team sports <b>C2</b> Reviewing performance in selected sports <b>C3</b> Developments to improve performance	

## Content

### Learning aim A: Explore skills, techniques and tactics required in selected sports

#### A1 Individual and team sports

- Individual sports that have a national governing body and a set of rules specific to the sport.
- Individual sports, e.g.:
  - table tennis
  - badminton
  - golf
  - tennis
  - squash
  - trampolining
  - archery
  - judo
  - boxing
  - karate
  - taekwondo
  - cycling
  - cross-country running
  - boccia
  - fencing
  - orienteering
  - skiing
  - canoeing
  - sailing
  - mountain biking
  - bmx
  - surfing
  - climbing
  - wrestling
  - equestrian dressage
  - gymnastics.

- Team sports that have a national governing body and a set of rules specific to the sport.
- Team sports, e.g.:
  - cricket
  - hockey
  - netball
  - rounders
  - association football
  - futsal
  - rugby union
  - rugby league
  - volleyball
  - wheelchair basketball
  - handball
  - kinball
  - softball
  - water polo.

### **A2 Classification of skills required in sport**

- Continuous, e.g.:
  - walking
  - running
  - swimming
  - rowing
  - cross country skiing.
- Serial, e.g.:
  - high jump
  - triple jump
  - pole vault
  - dribbling in football
  - 400 metre hurdle race.
- Discrete, e.g.:
  - golf swing
  - snooker shot
  - board diving
  - putting in golf
  - throw-in in football.

### **A3 Skills and techniques 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
  - serial skills
  - discrete skills
  - attacking skills
  - defensive skills.

- Techniques:
  - how the skill is executed
  - breakdown of how the techniques of the skill are applied for effective participation, to include:
    - continuous
    - serial
    - discrete
    - attack
    - defence.

#### **A4 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 B: Use skills, techniques and tactics in an individual or a team sport**

##### **B1 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
  - competitive situations.
- Isolated practices:
  - skills and techniques demonstrated independently without any pressure or external forces, completed successfully and without fault.
- Conditioned practices:
  - small-sided games
  - a limited number of touches
  - a set number of defenders or attackers.
- Competitive situations:
  - full-sided games
  - court/pitches that meet the requirements of the governing body
  - under the national governing body's (NGB) rules/laws with match officials
  - 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
  - effective decision making and selection of skills, techniques and tactics when under pressure from opponents.

### **Learning aim C: Review own performance in an individual or a team sport to inform future development**

#### **C1 Assessment methods to review the performance of the skills, techniques and tactics in team sports**

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

#### **C2 Reviewing performance in selected sports**

- Using the selected assessment methods.
- Reviewing the performance:
  - strengths and areas for improvement:
    - skills and techniques
    - tactics
    - application of rules
    - effectiveness of decision making.

#### **C3 Developments to improve performance**

- Improvements to performance following the review.
- 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: Explore skills, techniques and tactics required in selected sports</b>		<b>A.D1</b> Evaluate how participants use skills, techniques and tactics required in an individual or a team sport, justifying why these are suitable for the sports performance.
<b>A.P1</b> Describe skills, techniques and tactics required in an individual or a team sport.	<b>A.M1</b> Explain skills, techniques and tactics required in an individual or a team sport.	
<b>Learning aim B: Use skills, techniques and tactics in an individual or team sport</b>		<b>B.D2</b> Demonstrate in a competitive situation the effective adaptation of the relevant skills, techniques and tactics for an individual or a team sport.  <b>C.D3</b> Review success of use of skills, techniques and tactics, considering own performance in individual or a team sport, selecting and using feedback to devise realistic and achievable actions for improvement.
<b>B.P2</b> Demonstrate appropriate skills, techniques and tactics in an individual or a team sport.	<b>B.M2</b> Demonstrate in a competitive situation the effective combination of skills, techniques and tactics in an individual or a team sport.	
<b>Learning aim C: Review own performance in an individual or a team sport to inform future development</b>		
<b>C.P3</b> Review own use of skills, techniques and tactics in an individual or a team sport.	<b>C.M3</b> Review success of use of skills, techniques and tactics, considering own performance in an individual or a team sport, including feedback gathered, and designing a plan for improvement.	
<b>C.P4</b> Carry out a self-analysis using different methods of assessment identifying strengths and areas for improvement in an individual or a team sport.		

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6 Internal assessment* 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 aim: A (A.P1, A.M1, A.D1)

Learning aims: B and C (B.P2, B. M2, C.P3, C.P4, C.M3, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

Learners will require access to practical equipment and a suitable facility to play their chosen sports.

### Essential information for assessment decisions

Learners will be shown either a live performance or a video of scenarios to review. Learners will show an understanding of the skills, techniques and tactics relevant in an individual or a team sport.

### Learning aim A

**For Distinction standard,** learners will draw on varied information to consider strengths, weaknesses and difficulties in applying specific skills and techniques and how this changes from isolated practices to competitive situations. Learners will consider the significance of different tactics in a competitive situation and the strengths, weaknesses, advantages and disadvantages when implementing the tactics. Learners' inquiry should lead to a supported judgement showing relationship to its context.

**For Merit standard,** learners will consider the feedback they have gathered on their own performance. They will show clear details and give evidence to support a view on good and bad examples of the skill and technique being applied. Learners will use real examples when considering 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 give a clear, objective account in their own words showing application of the relevant features and information about the different skill categories and the skills used in an individual or a team sport. The discussion will be related to the video or live performance being reviewed and the learner should identify the skills and techniques whilst in use. Learners will discuss the tactical demands of the chosen sport and how they have been implemented in the performance.

### Learning aim B and C

Learners will carry out a practical demonstration of the skills, techniques and tactics in one individual sport or one team sport. Their participation should be video recorded and clearly show isolated, conditioned and competitive situations they have participated in. The competitive situation must be refereed/umpired by an appropriate official(s) who accurately applies the laws of the sport.

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

**For Distinction standard,** learners will demonstrate accurate technical competence as well as appropriate compliance of rules and regulations throughout the competitive situation. Learners will select, apply and adapt the appropriate skill at the correct times and demonstrate the use of effective tactics. They will make judgements on their own performance. They will create an action plan for improvement for both and then justify any improvements. The suggested improvements will be relative to the identified weaknesses and clearly show a timeline of progression in an individual or a team sport.

**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 technical competence, but the techniques may not always be used at the right time and could be unsuccessful at times. In full competitive games they should show compliance with the rules and regulations throughout. Learners should attempt to implement tactics which are relevant to their position/activity.

Learners will make a formal assessment of specific situations from the practical performances, 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. They will do this for themselves. 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 isolated practices demonstrating the core skills and techniques of the sport, without any pressure applied through opponents or in a competitive scenario. Learners will participate in competitive situations and attempt to use key skills and techniques, but these may not always be applied at the correct time or have limited success. They will show limited compliance with the rules and regulations in the sports.

Learners will use different assessment methods to review their own practical sports performance. The review will include video analysis in addition to other selected methods to assess their own performance for their selected sport. 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 24: Applied Sports Anatomy and Physiology
- Unit 25: Sports Injuries Management
- Unit 26: Nutrition for Physical Performance
- Unit 27: Sports Psychology
- Unit 29: Technical and Tactical Skills in Sport
- Unit 31: Influence of Technology in 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.

### Opportunities to develop transferable employability skills

Besides the specialist subject knowledge gained though the study of this unit, learners will also have the opportunity to develop transferable employability skills:

- organisational
- problem solving
- communication
- critical thinking
- initiative and enterprise.

# Unit 36: Functional Sports Massage

Level: 3

Unit type: **Internal**

Guided learning hours: 60

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## Unit in brief

Learners will study the sports massage profession, the importance of sports massage to the performer and undertake a consultation and assessment and carry out a sports massage.

## Unit introduction

Participation in sport and exercise continues to increase, across all ages and levels. Participating in regular exercise has many benefits but it also has unwanted effects on the soft and connective tissues of the body. This can have a significant effect on the individual's performance, including increasing the risk of injury and affecting their ability to carry out daily living tasks. In order for individuals to train, perform or compete at their best, sports massage is administered for physical, mechanical and psychological effects. Industry bodies support the growth and use of sports massage.

In this unit, you will explore the sports massage profession, including the standards of industry practice, professional associations and the role of the sports massage practitioner. You will explore the importance of sports massage to the sport and exercise performer, considering the physical, mechanical and psychological benefits. You will explore all components of consultation, assessment and sports massage in order to safely and effectively plan and conduct individual treatment plans for two contrasting sports performers.

These activities will prepare you for a variety of careers in the sports science sector. Although this unit is not designed to help develop you into a qualified sports massage practitioner, it will help you to confidently develop your studies at higher-education level in related sports science, sports rehabilitation, and sport and exercise science-related qualifications.

## Learning aims

In this unit you will:

- A** Explore the importance of the sports massage profession for sports performers
- B** Undertake client consultation and assessment for a sports performer
- C** Carry out sports massage on a sports performer.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore the importance of the sports massage profession for sports performers	<b>A1</b> Industry standards of practice <b>A2</b> Professional associations <b>A3</b> Sports massage practitioner role <b>A4</b> Physical and therapeutic benefits <b>A5</b> Psychological benefits	<p>An extended essay, focused on discussing industry standard practices, professional associations and the role of the sports massage practitioner.</p> <p>A report evaluating the importance of sports massage and assessment in ensuring optimum performance of the sports performer.</p>
<b>B</b> Undertake client consultation and assessment for a sports performer	<b>B1</b> Assessment <b>B2</b> Treatment plan	<p>Appropriate treatment plans for two contrasting sports performers based on a consultation and assessment.</p> <p>Record of practical activity in accordance with treatment plan with written justification addressing the treatments administered and discussing the physiological, mechanical and psychological responses to sports massage. Effectiveness, recommendations and considerations will also be justified.</p>
<b>C</b> Carry out sports massage on a sports performer	<b>C1</b> Massage techniques and application <b>C2</b> Considerations for treatment	<p>Record of practical activity in accordance with treatment plan with written justification addressing the treatments administered and discussing the physiological, mechanical and psychological responses to sports massage. Effectiveness, recommendations and considerations will also be justified.</p>

## Content

### Learning aim A: Explore the importance of the sports massage profession for sports performers

#### A1 Industry standards of practice

The sports massage profession should be discussed with regard to the standards of industry practice required within the learners' country and how these standards are applied to all working environments, including clinical, non-clinical, events and sports clubs.

- Health and safety – current legislation in health and safety at work, employers' liability and compulsory insurances, health and safety and first-aid regulations, management of safety at work, manual handling operations and data protection legislation.
- Insurance – professional indemnity, malpractice, public liability.
- Safeguarding – child protection legislation, safeguarding minors and vulnerable adults, chaperoning (relevant to the country where this is delivered).
- Environment – comfortable, safe, secure, spacious, clean, private, ventilation, modified to venue as appropriate, first-aid kit, access to a phone.
- Equipment – massage couch, mediums (base oil, talc, cream), bolster, towels, pillows, cleaning/hygiene materials.
- Protocol in emergency situations – organisational establishment, health and safety.
- Therapists' conduct – personal hygiene, appropriate dress, appearance, attitude, code of conduct, ethics, qualifications required.

#### A2 Professional associations

Professional associations should be explored with regard to their role, function, benefits, continuing professional development (CPD) requirements and professional standards.

- Associations – relevant to the country of delivery or world-wide associations, e.g. Society of Sports Therapists (SST), Sports Massage Association (SMA), Sports Therapy Organisation (STO), the International Massage Association.

#### A3 Sports massage practitioner role

- Role – deliver safe and effective massage to meet the client's needs, pre-, inter- and post-event massage, injury prevention, and maintenance, enhance athletic performance, optimising recovery, when to refer to other practitioners.
- The role of the sports massage practitioner should be clearly defined and discussed in relation to working as part of a multidisciplinary team.
- As part of a multidisciplinary team – physiotherapist, doctor/general practitioner, sports psychologist, sports scientist (for example, physiologist or biomechanist), nutritionist, podiatrist, coach.

**A4 Physical and therapeutic benefits**

The physical and therapeutic benefits should be discussed in relation to massage techniques and sports performers from a contrasting range of sports, using specific examples.

- Physical benefits – stimulating blood and lymphatic flow, increasing tissue permeability, removal of waste products and promotion of recovery, autonomic, sympathetic and parasympathetic nervous system, muscle stimulation, reduction in delayed onset of muscle soreness.
- Therapeutic benefits – improve mobility and range of movement, breakdown of adhesions, mobilise muscle fibres, reducing and remodelling scar tissue.

**A5 Psychological benefits**

The psychological benefits should be discussed in relation to massage techniques and sports performers from a contrasting range of sports, using specific examples.

- Improved performance behaviour, reduced feelings of exhaustion, reduced stress, enhanced emotional wellbeing, improved body awareness, pain reduction, relaxation, reduced anxiety, promotion of recovery, psychological preparation for physical activity.

**Learning aim B: Undertake client consultation and assessment for a sports performer**

Practical application of consultation and assessment skills should be explored to allow confident and effective application.

**B1 Assessment**

- Subjective assessment:
  - personal details – date of birth, occupation, past medical history, medical conditions, medication, activity and lifestyle history, client aims, training history
  - condition – when, cause, symptoms, pain, aggravating easing factors
  - informed consent
  - awareness of contraindications.
- Objective assessment:
  - postural assessment – asymmetrical, kyphosis, lordosis, scoliosis, flat back, winged scapula, observation
  - pelvic tilt – anterior, posterior, lateral, palpations of area, range of active movement.
- Understanding of consultation and assessment findings should be confirmed in order to develop safe and appropriate treatment plans, applying professional standards at all times.

**B2 Treatment plan**

- Clinical reasoning and planning – contraindications, aim, type of treatment, benefits and effects, treatment duration, massage techniques and considerations, medium, explanation to performer.
- Criteria for proceeding with treatment – pain-free movement patterns, free from disease, aches and pains that are not injury related, areas of scar tissue, areas of tension or tightness, sport performance enhancement, non-pathological tissue, modifying contraindications.



- Need for referral – red flag symptoms (e.g. cancer, open wounds), pathological tissue, without chaperone if a minor or vulnerable adult, global contraindications, local contraindications, exceeds boundaries of scope of practice, inflammation present, coexisting pathology.

## **Learning aim C: Carry out sports massage on a sports performer**

### **C1 Massage techniques and application**

Practical application of sports massage should be explored to enable confident and effective application, applying professional standards at all times. Where necessary this can be over clothing/towel to maintain modesty.

- Types of massage – pre-event, post-event, maintenance, injury prevention.
- Techniques – effleurage, petrissage, frictions – linear, cross-fibre, tapotement, myofascial release, compressions, stretching.

### **C2 Considerations for treatment**

Factors to be considered during the application of sports massage should be understood and demonstrated confidently and effectively.

- Techniques – sequence of techniques, direction, depth of pressure, speed, differing application to muscle groups, appropriate mediums for technique and client.
- Client position – prone, supine, side lying, seated.
- Body positioning – body weight transfer, therapist posture.
- Professional responsibilities – legislation, accurate record keeping and storage, informed consent and insurance.
- Adverse reactions – rash, allergic reaction.
- Contra-action – erythema.
- Aftercare advice – rest, hydration, possible treatment effects, stretches, opportunity for client feedback.
- Contraindications – when to refer a client, when a sports massage is ill-advised, when and how a treatment plan should be modified.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the importance of the sports massage profession for sports performers</b>		
<p><b>A.P1</b> Explain the role of a sports massage practitioner, the relevant standards of practice.</p> <p><b>A.P2</b> Explain the physiological and therapeutic responses to sports massage.</p> <p><b>A.P3</b> Explain the psychological responses to sports massage.</p>	<p><b>A.M1</b> Discuss sports massage standards of practice and professional associations, using specific examples.</p> <p><b>A.M2</b> Discuss the physiological, therapeutic and psychological responses to each sports massage, with regard to the requirements of the sports performers.</p>	<p><b>A.D1</b> Evaluate the importance of sports massage and the industry standards in a variety of sporting environments, and the benefits of working in a multidisciplinary team.</p>
<b>Learning aim B: Undertake client consultation and assessment for a sports performer</b>		
<p><b>B.P4</b> Conduct client consultations and assessments on two contrasting sports performers and formulate safe treatment plans for each performer.</p>	<p><b>B.M3</b> Conduct client consultations and assessments on two contrasting sports performers in a confident and effective manner and produce a safe and effective treatment plan for each.</p>	<p><b>B.D2</b> Justify the consultation and assessment procedure adopted, as well as both treatment plans produced for the two contrasting sports performers.</p>
<b>Learning aim C: Carry out sports massage on a sports performer</b>		
<p><b>C.P5</b> Conduct sports massage treatments appropriately for two contrasting sports performers, ensuring sports massage standards are upheld.</p>	<p><b>C.M4</b> Conduct sports massage treatments in a confident and effective manner for two contrasting sports performers, providing justification for treatments administered.</p>	<p><b>C.D3</b> Evaluate two sports massages performed, justifying the effectiveness, future recommendations and considerations.</p>

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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.P3, A.M1, A.M2, A.D1)

Learning aims: B and C (B.P4, B.M3, B.D2, C.P5, C.M4, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to sports massage facilities, including sports massage coaches, towels, stools, trolleys, screens and various massage mediums and supports.

The teacher should be appropriately qualified to a minimum of Level 3 Sports Massage (QCF), or hold a degree in sports therapy or another sports related discipline that covers the unit content adequately.

Learners will need to act as clients for massage treatment in order to have a full appreciation of the roles of sports massage therapists.

### Essential information for assessment decisions

#### Learning aim A

A vocationally relevant scenario for a sports massage practitioner may be used. As an alternative, learners can independently research relevant working environments including clinical, non-clinical, events and sports clubs. Learners will produce an essay that demonstrates an understanding of the sports massage profession, including industry standards of practice, professional associations and the role of the sports massage practitioner.

**For Distinction standard**, learners will consider the sports massage standards of practice, including industry and professional association standards, in a variety of sporting environments such as clinical, non-clinical, events and sports clubs. Learners will examine the strengths, weaknesses and significance of the standards, making judgements on their effectiveness.

They will consider the role of the sports massage practitioner as part of a multidisciplinary team, exploring the relationship with other professionals who may work as part of the team to support the performer. Learners will draw conclusions on the benefits to the sports massage therapist of working in a multidisciplinary team. They will support their conclusions with well-considered examples. The information presented will be written succinctly and use current terminology.

Learners will carefully consider the physiological, therapeutic and psychological responses to the massage therapy. They could explore the advantages and disadvantages of each response and their significance. Learners should make judgements and draw conclusions on the relationships between the massage performed and the response(s) received. Learners will use evidence to prove the effectiveness of the treatment and to make future recommendations and considerations for further sports massage treatment. The information presented will be factually correct and use concise written language. The use of correct terminology and language will be evident.

**For Merit standard**, learners will consider sports massage standards of practice and professional associations using specific examples. Examples should reflect the range of unit content, be specific to the therapist and be inclusive of all types of working environments, including clinical, non-clinical, events and sports clubs. For example, health and safety should be discussed using clear examples relating to a range of working environments, therapist equipment requirements should be discussed with regard to requirements in different environments using examples.

In the essay, there will be few inaccuracies relating to the use of terminology. Discussion will demonstrate clarity of thought and expression and be easy to understand. Examples will have been used.

**For Pass standard**, learners will demonstrate an understanding of the role of the sports massage practitioner and the relevant standards of practice that a therapist should uphold, they will also demonstrate an understanding of the professional associations that are available to join.

The role of a sports massage practitioner should be explored and explained. Industry standards of practice include health and safety, insurance, child protection and protection of vulnerable adults, environment, equipment and protocol in emergency situations.

The essay may have occasional inaccuracies with regard to terminology and explanations. However, the information should be largely factually correct. Where appropriate, the use of annotation, such as diagrams and pictures, is encouraged to support explanation.

### Learning aims B and C

**For Distinction standard**, learners will conduct a full client consultation and assessment and produce a safe treatment plan for two contrasting performers. They will justify the consultation and assessment procedure administered to the performers, as well as the treatment plans produced.

Learners will, on separate occasions, apply and perform sports massage on two sports performers, evaluating the physiological, mechanical and psychological responses to the sports massage performed. Learners will execute the safe treatment plans formulated. Learners will need to justify the effectiveness of the treatment performed in relation to the treatment plan and sports performer's requirements, using appropriate evidence to support their opinions, making recommendations and considerations for future practice.

**For Merit standard**, learners will conduct a client consultation and assessment for two performers on separate occasions. All interactions will be performed in a confident and effective manner.

'Confident' means that there should be no hesitation or uncertainty when conducting the consultation, assessment or sports massage treatment. Effective means that learners will need to have the capability of producing the expected/intended result if the consultation, assessment and sports massage were to be applied in a real-life industry situation. Learners will give reasons to prove the validity of the treatments administered.

Learners will need to conduct a sports massage. All interactions will be performed in a confident and effective manner. 'Confident' means there should be no hesitation or uncertainty when conducting the consultation, assessment or sports massage treatment. Effective means learners will need to have the capability of producing the expected/intended result if the consultation, assessment and sports massage were to be applied in a real-life industry situation.

Learners will consider the sports massages performed in relation to each sports performer. They will examine the physiological, mechanical and psychological responses to each sports massage, their importance, and how they meet the sports performers' requirements. There may be a few inaccuracies relating to the use of terminology, but discussion will be clear, logical and coherent.

**For Pass standard,** learners will need to select two sports performers with contrasting sports massage requirements in order to fulfil the unit content and assessment requirements. For example, contrasting requirements to be considered could include pre-event or post-event massage, injury prevention to a runner or focusing on the application of techniques to the lower limbs in order to help prevent lower limb injuries associated with athletes and running. For each performer, learners will conduct a consultation and assessment, including all aspects of the subjective and objective assessment in order to formulate a safe treatment plan. In order for the treatment plan to be safe, it will need to be viable in producing the expected/intended result if the treatment plan were to be applied in a real-life industry situation. The treatment plan will evidence full clinical reasoning and planning for the sports massage to be performed, confirmation of criteria to proceed with treatment and confirmation of understanding of the need for referral. Before any treatment commences for the assessment of learning aim C, the assessor should ensure that the treatment plan is appropriate and that it is safe for the learner to proceed.

When conducting the client consultation and assessment, learners may show some nervousness or indecision when performing the treatment methods, however correct application will be evident.

Written work may have occasional inaccuracies with regard to terminology and explanation, however the information will be largely factually correct. Where appropriate, the use of annotation, such as diagrams and pictures, is encouraged to support explanation.

Learners will on separate occasions conduct sports massage on the performers. It is imperative that industry standards are upheld at all times, with particular regard to health and safety and therapist conduct, including appropriate dress, environment and equipment preparation. There should be an awareness of emergency procedures in the case of fire (clear instruction should be provided to the client before treatment begins). During the treatment, learners will demonstrate consideration of a range of factors, including the following: techniques, client position, therapist's body position, legalities, adverse reactions, aftercare advice and contraindications (oral questioning may be used where appropriate to confirm understanding). Practical application of all sports massage techniques should be observed across the two sports massages performed. Supplementary evidence, in the form of video evidence or annotated photographs, will be required as evidence.

Learners will consider the reasons why and how the body and mind respond physiologically, mechanically and psychologically to each sports massage performed.

When conducting the sports massage, learners may show some nervousness or indecision when performing the treatment methods, however correct application will be evident.

Written work may have occasional inaccuracies with regard to terminology and explanation, however the information will be largely factually correct. Where appropriate, use of annotation, such as diagrams and pictures, is encouraged to support explanation.

## Links to other units

This unit links to:

- Unit 5: Self-employment in Sport and Physical Activity
- Unit 24: Applied Sports Anatomy and Physiology
- Unit 25: Sports Injuries Management
- Unit 27: Sports Psychology.

## 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.

This unit offers the opportunity for learners to undertake relevant work experience using local sports teams and clubs, leisure and fitness facilities and open clinics.

## Opportunities to develop transferable employability skills

Besides the specialist subject knowledge gained through the study of this unit, learners will also have the opportunity to develop transferable employability skills:

- organisational
- problem solving
- communication
- critical thinking
- initiative and enterprise.





# Unit 37: The Liverpool Coach – Employability Skills

Level: 3

Unit type: **Internal**

Guided learning hours: 30

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## Unit in brief

Learners will explore employability skills and look in detail at the requirements of a Liverpool Football Club International Academy Coach in ensuring successful player development.

## Unit introduction

Being one of the world's greatest club with a large worldwide fan base, it is no surprise that Liverpool Football Club (LFC) has placed a high expectation upon employees to uphold the world renowned name and image of such a high profile club.

In this unit, you will explore the principles of employability and what it takes to be a successful coach. You will explore the impact that volunteering can have and any special considerations that are required to be successful before going on to look at the requirements of a coaching career. You will examine the role of the national governing bodies (NGB) in creating, developing and maintaining a plethora of quality coaches to ensure the sport continues to develop as well as considering the impact that the local demographic can have on the way coaching takes place. You will look in depth at The Liverpool Way ethics and values as well as LFC as an employer before delving into the role sport has in developing the employability skills of coaches. You will complete this unit by undertaking the employment process. You will apply for, prepare and complete an interview for a role within the LFC International Academy (IA) coaching structure.

This unit will prepare you for progression into the world of employment especially within a coaching role, whether this be directly or via higher education. It will focus your skills to those of LFC with focus on the employability of the IA coach set-up.

## Learning aims

In this unit you will:

- A** Explore the principles of employability
- B** Examine the requirements of pursuing a coaching career
- C** Examine how employers apply The Liverpool Way ethics and values
- D** Demonstrating employability skills.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore the principles of employability	<b>A1</b> Skills and values employers look for when recruiting <b>A2</b> Volunteering and work experience <b>A3</b> Special considerations	<p>Written report on the general principles of employability, which also examines the skills and values of an LFC IA coach and the role of national governing bodies and player demographic on this.</p> <p>A report that compares and contrast an LFC IA coach to a non-LFC IA coach</p>
<b>B</b> Examine the requirements of pursuing a coaching career	<b>B1</b> National governing bodies (NGBs) <b>B2</b> Demographic of those being coached <b>B3</b> Breadth of opportunity for football coaches	
<b>C</b> Examine how employers apply The Liverpool Way ethics and values	<b>C1</b> The Liverpool Way ethics and values <b>C2</b> LFC as an employer <b>C3</b> The role of sport in developing employability skills	Written report about the LFC coach accreditation process
<b>D</b> Demonstrating employability skills	<b>D1</b> The application process <b>D2</b> Preparation for interview <b>D3</b> The interview process	Written report about the employability of young people. Followed by carrying out an employability process – completing an application form, interviewing for the role and evaluating performance with this.

## Content

### Learning aim A: Explore the principles of employability

#### A1 Skills and values employers look for when recruiting

- General skills:
  - communication – verbal, non-verbal, listening
  - creativity – thinks outside the box
  - enthusiasm – not afraid to show this
  - organisation – in order, can work to deadlines
  - team work – works with others instead of against.
- General values:
  - adaptability
  - critical thinker
  - dependable and responsible
  - honesty and integrity
  - initiative
  - loyalty
  - positive attitude
  - professionalism
  - self-confidence
  - self-motivated.
- The understanding, commitment and application of the LFC values:
  - ambition
  - commitment
  - dignity
  - unity.
- The LFC coach skills checklist:
  - appearance
  - session planning
  - organisation
  - communication
  - demonstrations
  - non-negotiable:
    - set up 30 minutes before a session
    - create a World Cup Final atmosphere in your sessions
    - learn and embrace LFC’s values
    - deliver sessions based around the LFC IA programme
    - log your sessions on sports session planner
    - refer to LFC players when making coaching points
    - possess a professional coaching appearance
    - keep the ball rolling 70% of the time.

## **A2 Volunteering and work experience**

Understand the importance of volunteering and work experience in developing work employability skills.

- Method of unpaid work to develop skills and values.
- Develops own knowledge and understanding.
- Demonstrates genuine love for the position/area of employment.
- Positive addition to a curriculum vitae (CV).
- Can lead to paid work.
- Valuable to help decide if this is the right area of work for you.

## **A3 Special considerations**

- Qualifications:
  - specific to the role
  - specific to the needs of participants.
- Safeguarding checks (vary dependent upon location):
  - necessary for working with children and vulnerable adults
  - costs – can be covered by employer, employee may be asked to pay.
- Specific to age:
  - parental engagement
  - language development
  - understanding
  - affordability – deprived areas, costs of sessions, kit, travel.

## **Learning aim B: Examine the requirements of pursuing a coaching career**

### **B1 National governing bodies (NGBs)**

- Structure of the relevant NGB coaching framework.
- Requirements of the NGB for coaching within different locations
  - qualifications
  - additional requirements, e.g. safeguarding, first aid, positive impact on mental health.
- Development plans to ensure coaches are of the highest standard.
- Continued professional development – striving for the next coaching qualification etc.
- NGB use of role models as a positive influence.
- How a coach uses a NGB.

### **B2 Demographic of those being coached**

- Specific considerations when working with different demographics
  - age
  - gender
  - culture
  - language.

**B3 Breadth of opportunity for football coaches**

- Grass roots.
- Recreational.
- Academy.
- Elite.
- Disability coaching.
- Domestic/international.
- Focused groups i.e. women only.

**Learning aim C: Examine how employers apply The Liverpool Way ethics and values****C1 The Liverpool Way ethics and values**

- The Liverpool Way ethics:
  - morally right
  - Red Together
    - equality, diversity and inclusion
    - disability
  - social responsibilities – coaching in the community.
- The Liverpool Way values:
  - ambition – dreams are to be achieved, nothing is impossible, courage to take risks, pursue higher goals
  - commitment – put your heart and soul into everything, live by hard graft and continuous self-improvement, be proud, professional and enthusiastic
  - dignity – be true to yourself, trust each other, treat people well, expect nothing back, pride, earn respect through honesty and integrity
  - unity – believe in each other’s ability and expertise, work together to bring out the best, collaborate for the common good.

**C2 LFC as an employer**

- The Liverpool FC Coach Accreditation education process:
  - ensures academies around the world deliver the most authentic Liverpool FC experience to players and members
  - ensure worldwide consistency with:
    - terminology
    - academy proven methodologies
  - education process focuses on:
    - safeguarding
    - LFC facts, stats and history
    - LFC role models – links coaching to player role models
    - LFC values.
- Applying The Liverpool Way values:
  - to recruitment
  - to continued professional development of LFC staff
  - to reflective behaviours.

### **C3 The role of sport in developing employability skills**

- Encourages key behaviours:
  - teamwork
  - working with diverse populations
  - commitment
  - resilience
  - develops self-confidence and self-esteem
  - courage.
- Provides continued professional development:
  - keeps coaches current
  - ensures coaches are reflective
  - works on consolidating their strengths
  - works on developing a coach's areas for improvement
  - encourages coaches to push new boundaries
  - ensures coaches are all on the same page internationally.

### **Learning aim D: Demonstrating employability skills**

#### **D1 The application process**

- LFC as an equal opportunities employer.
- The employability of young people.
- Advertisement:
  - LFC recruitment via website
  - job requirements
  - qualifications
  - salary/pay
  - deadline for application.
- Application form:
  - complete fully
  - sell yourself
  - highlight/focus upon strengths from the different skills and values
  - include examples that highlight these strengths
  - link your skills to what they are looking for
  - importance of spelling and grammar
  - proof reading.

#### **D2 Preparation for interview**

- Documentation prepared – exam certificates, coaching certificates, passport, driving licence etc.
- Practice answering questions to explain why you are suitable:
  - key skills
  - key values
  - promoting skills and values in sessions
  - promoting skills and values in team activities.
- Research and understand information about the position, the club, its values and its future developments.

- Know what the club expect in a practical setting:
  - helping the players feel they are improving
  - involving players in their own learning
  - providing positive and corrective feedback on performances
  - providing varied practice activities that avoid monotony and offer a challenge
  - provide competitive activities
  - letting players know when they are doing well
  - showing an interest in players as people and getting to know the needs of players
  - focus on longer-term improvement, rather than next week's performance
  - using a variety of coaching styles and learning strategies
  - create an environment where mistakes are OK and recognised as being part of the learning process.
- Know the clubs expectations from the International Academy coaches.
- Suitable attire.
- Are there any special requirements for interview i.e. will you be required to coach a session?
  - prepare a session to coach if required that meets the brief provided
  - ask questions about those you will be coaching
  - prepare any coaching materials for interview.

### **D3 The interview process**

- A typical LFC interview – practical interview process (practical delivery, observing skills such as social, communication and teamwork).
- Personal presentation during the interview:
  - shake hands
  - eye contact
  - think before you speak
  - answer with confidence
  - if coaching, coach with confidence
  - relax and enjoy the interview.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the principles of employability</b>		<b>AB.D1</b> Compare and contrast the skills and values of a non-LFC IA coach and those of an LFC IA coach including special considerations that may be utilised and the impact of demographic for the different coaches.
<b>A.P1</b> Explain the skills and values required to be an LFC coach.	<b>A.M1</b> Assess the skills and values required to be an LFC coach.	
<b>A.P2</b> Explain the value of volunteering.		
<b>Learning aim B: Examine the requirements of pursuing a coaching career</b>		
<b>B.P3</b> Explain how a coach uses a NGB to develop their performance.	<b>B.M2</b> Analyse the impact that demographic could have on a session led by an LFC IA coach.	
<b>Learning aim C: Examine how employers apply The Liverpool Way ethics and values</b>		
<b>C.P4</b> Explain how the LFC Coach Accreditation education process prepares a coach for success.	<b>C.M3</b> Analyse the LFC Coach Accreditation education process in developing employability rights.	
<b>Learning aim D: Demonstrating employability skills</b>		<b>D.D2</b> Evaluate your employability skills during the application and interview process.
<b>D.P5</b> Explain the employability of young people. <b>D.P6</b> Demonstrate competency with the application process for a coaching role with the LFC IA.	<b>D.M4</b> Demonstrate competent interview skills for the coaching role you have applied for with the LFC IA.	



## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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, A.P2, B.P3, A.M1, B.M2, AB.D1)

Learning aim: C (C.P4, C.M3)

Learning aim: D (D.P5, D.P6, D.M4, D.D2)

## Further information for teachers and assessors

### Resource requirements

There are no special resources needed for this unit.

### Essential information for assessment decisions

#### Learning aims A and B

**For Distinction standard**, learners will consider the skills and values of an LFC International Academy (LFC IA) coach and complete a compare and contrast to a non LFC IA coach. Learners will focus on the key skills and values of an LFC IA coach as well as those general values of a coach when completing their comparison. They will place significant emphasis on these and how they are similar to or different from other coaching companies. Learners should consider the LFC checklist and emphasise the importance of this for LFC IA coaches in their successful delivery and player development.

**For Merit standard**, learners will consider, in depth, the skills and values that an LFC coach requires in order to maintain and promote the brand. They will provide clear assessment of the LFC IA coaching requirements and ensure that these are applied to what may be seen in a practical setting. They will go on to consider the impact of the local demographic on how an LFC IA Coach may lead a session to ensure that everyone involved gains the most from this. They will show due consideration to the special requirements of different demographics.

**For Pass standard**, learners will consider the skills and values that an LFC coach requires, providing explanation to each of these. They will explore volunteering and how this can be a useful development tool for any coach wishing to make a career from this. Learners will go on to explore national governing bodies and how different coaches use these effectively to inform their coaching, provide specific requirements and continue career-long development through any means made available.

#### Learning aim C

**For Merit standard**, learners will consider the role of sport in developing employability skills with a focus on the LFC coach accreditation education process. Learners should look in depth at how this can help assist a coach in developing their employability worldwide through the development of key skills, experience and on-going education.

**For Pass standard**, learners will consider the LFC coach accreditation process and how this prepares a coach to be successful worldwide. There should be focus on the key elements of an LFC IA coach including Tthe Liverpool Way values and the inclusion of components such as worldwide consistency in terminology and proven coaching methodologies.

#### Learning aim D

**For Distinction standard**, learners will reflect on their own employability skills and provide their strengths and areas for improvement before going on to suggest different ways in which they could develop to increase their chance of employment within the sector. Learners should refer to their completed application and skills demonstrated during interview. They should use these as evidence when evaluating their own employability skills with regular reference to these.

**For Merit standard,** learners will participate in an interview process to demonstrate their skills and competence in their suitability to the role of an LFC IA coach. Learners will demonstrate key skills through the interview process and personal presentation will be visible. Visual evidence will be presented by the learner. This will be in the form of video or photographs that are annotated by the learner. If this is not possible, audiorecordings could be utilised with learner annotation to accompany. The tutor should provide learners with a statement of activity/witness statement to ensure all aspects are covered within the evidence.

**For Pass standard,** learners will consider how employable young people are showing consideration to areas such as experience, qualifications, confidence and cost. They should provide examples of how employability skills are developed over time and how getting young people into work within the coaching sector will further improve their skills. Learners will go on to complete the application process for an LFC IA role. They will present an application form that has been produced in response to a clear advertisement, showing they understand the job requirements and undertake other key competencies such as proof reading, spell checking etc.

### Links to other units

This unit links to:

- Unit 5: Self-employment in Sport and Physical Activity
- Unit 38: Coaching Football The Liverpool Way.

### Employer involvement

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

- work experience
- guest speakers.

### Opportunities to develop transferable employability skills

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- teamworking
- working on their own initiative
- interview skills
- written communication skills.



# Unit 38: Coaching Football The Liverpool Way

Level: 3

Unit type: Internal

Guided learning hours: 30

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## Unit in brief

Learners will explore coaching The Liverpool Way and use theories and practices to plan, deliver and review their own coaching session.

## Unit introduction

Liverpool Football Club (LFC) is one of the world's greatest club, supported by a large number of fans worldwide. It is therefore no surprise that the creation of The Liverpool Way is an elite level of coaching that ensures the club produces talent at all levels in both players and coaches.

In this unit, you will examine The Liverpool Way of coaching delving into areas such as different coaching techniques and approaches as well as the importance of communication and feedback. You will look in detail at The Liverpool Way coaching principles and the player development model currently utilised by the club. Following this you will explore The Liverpool Way of planning, developing an understanding of the importance of coaching experience in ensuring sessions are delivered to the highest of standards at all times. Once you have successfully planned a coaching session you will deliver this using The Liverpool Way principles before going on to review your delivery.

This unit will prepare you for progression into a coaching role, whether this be directly or via higher education. It will focus your skills to that of Liverpool Football Club and hone your abilities for becoming a quality coach.

## Learning aims

In this unit you will:

- A** Examine The Liverpool Way of coaching
- B** Understand how to plan coaching sessions The Liverpool Way
- C** Deliver a coaching session The Liverpool Way
- D** Review own performance of delivering The Liverpool Way.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Examine The Liverpool Way of coaching	<p><b>A1</b> Coaching techniques and approaches</p> <p><b>A2</b> Importance of effective communication and feedback for empowerment</p> <p><b>A3</b> The Liverpool Way coaching principles</p> <p><b>A4</b> The Liverpool Football Club player development model and use of role models</p>	<p>A written document that focuses upon communication, feedback and coaching theories as well as the Liverpool Football Club player development model from a coach's perspective.</p> <p>Produce three coaching sessions The Liverpool Way evaluating its use in planning and delivering as well as providing an explanation of the impact of learning theories on the planning process.</p>
<b>B</b> Understand how to plan coaching sessions The Liverpool Way	<p><b>B1</b> Styles of coaching and learning</p> <p><b>B2</b> Planning The Liverpool Way</p> <p><b>B3</b> The impact of a coach's experience and the environment on coaching principles</p>	<p>Evidence of delivering a coaching session using The Liverpool Way of coaching. Video recording and supporting witness statements to be included.</p>
<b>C</b> Deliver a coaching session The Liverpool Way	<p><b>C1</b> Priorities when delivering a session</p> <p><b>C2</b> Leading a coaching session</p>	<p>Written document focusing upon strengths and areas for improvement of the delivered session providing an assessment of your own style against The Liverpool Way.</p>
<b>D</b> Review own performance of delivering The Liverpool Way	<p><b>D1</b> The Liverpool Way values and ethics</p> <p><b>D2</b> Feedback</p> <p><b>D3</b> Review own coaching style with comparison to historic LFC managers/coaches</p> <p><b>D4</b> Review learning styles</p>	<p>Written document focusing upon strengths and areas for improvement of the delivered session providing an assessment of your own style against The Liverpool Way.</p>

## Content

### Learning aim A: Examine The Liverpool Way of coaching

#### A1 Coaching techniques and approaches

- Coaching approaches:
  - direct instruction
  - inquiry-based
  - team mentoring
  - athlete as a coach
  - video analysis
  - psychological training – visualisation, relaxation.
- A strong coaching philosophy:
  - differs from coach to coach
  - player-centred approach
  - holistic approach.
- The Liverpool values:
  - ambition – dreams are to be achieved, nothing is impossible, courage to take risks, pursue higher goals
  - commitment – put your heart and soul into everything, live by hard graft and continuous self-improvement, be proud, professional and enthusiastic
  - dignity – be true to yourself, trust each other, treat people well, expect nothing back, pride, earn respect through honesty and integrity
  - unity – believe in each other’s ability and expertise, work together to bring out the best, collaborate for the common good.
- The Liverpool ethics:
  - Red Together – equality, diversity and inclusion and disability
  - social responsibilities – coaching in the community.

#### A2 Importance of effective communication and feedback for empowerment

- Types of communication:
  - verbal
  - non-verbal
  - gestures and body language
  - active listening.
- Use of language:
  - age related
  - complexity
  - persuasive.
- Communication that is clear and concise.
- Feedback:
  - from different sources:
    - coach
    - manager
    - peers
    - parents
    - self

- method of feedback utilised
- coach assessment
- self-assessment
- peer assessment
- observational
- performance profiling
- statistical performance analysis
- o focused
  - positives
  - areas for improvement
  - player led
  - (feedback sandwich, positive, area for improvement, positive)
- o empowering
- o encouraging
- o impact of environment when providing feedback
- o environment used to provide feedback
  - suitable
  - calming
  - feedback focused.

### **A3 The Liverpool Way coaching principles**

Learners should explore the coaching principles and apply these to The Liverpool Way of coaching.

- Variations in coaching style:
  - o compared to different clubs
  - o dependent upon participant age
  - o dependent upon participant experience
  - o dependent upon coach age
  - o dependent upon coach experience
  - o how these may change within a session, from session to session and between players.
- Coaching principles:
  - o use of a variety of coaching styles
  - o effective goal setting
  - o understanding the individual and their needs
  - o purposeful sessions
  - o clear and concise directions
  - o positivity
  - o encourage individuality
  - o encourage team work
  - o encourage self-discovery
  - o open to feedback
  - o listens to players/participants
  - o willing to change perspectives
  - o accountable
  - o develops a safe and stimulating environment.



- Importance of principles:
  - for overall success
  - for player development
  - for coach development.
- Adapting coaching principles to fit The Liverpool Way:
  - coaching the individual
  - focusing on long-term development
  - creating a positive learning environment
  - understanding of the player needs and requirements.
- Incorporation of the Liverpool values to coaching.
- The LFC coach skills checklist:
  - personality:
    - inspire players to feel like world beaters
    - possess LFC International Academy role model characteristics
    - enjoy working with children and have a passion for their development
    - open minded and embrace feedback
    - promote positive lifestyles off the pitch
    - encourage the 24-hour player mindset
    - enjoy learning from other coaches
    - be passionate about being part of LFC
    - approachable and friendly to everyone you encounter
    - be proud, but be humble
    - enthusiastic at all times
    - welcoming to all players and parents.
  - attitude:
    - lead by example both on and off the pitch
    - take setbacks as opportunities for learning
    - a determination to do well in everything you tackle
    - looking for continued professional development
    - a believer in youth development
    - welcomes responsibility
    - go the extra mile to help others and yourself
  - appearance:
    - shirt tucked in
    - wear LFC endorsed kit
    - clean black boots/trainers
    - wear a digital watch
    - be visible as the coach.
  - session planning:
    - clear purpose
    - age and ability taken into consideration
    - clear theme in line with LFC programmes
    - appropriate structure
    - include achievable progressions
    - plan timings
    - recognise importance of being prepared.

- organisation:
  - arrive in good time (30 minutes before) to prepare
  - give the players ownership of the sessions, involve them in the decision making process
  - utilise all the available equipment to bring the session to life
  - organise your coaching area for smooth transitional periods
  - use the same coloured cones for different parts of your session.
  - good organisation within the session allows repetitive practice.
- Communication:
  - confident, clear and use a variety of tones
  - use a range of LFC terminology
  - be enthusiastic
  - use of different visual aids tactics board, bib layout, iPad/tablet, session plan
  - positive body language
  - be concise in your detail
  - greet every one of your players like they mean the world to you!
- Interventions:
  - limit interventions
  - keep them short, sharp and to the point
  - Know why you are intervening – for your sake or the players
  - utilise drinks breaks in the session to intervene
  - provide individual intervention where possible
  - vary the way in which you intervene
- demonstrations:
  - link demonstrations to LFC role models
  - show demonstrations of a skill or technique at a level close to their current capability
  - vary your demonstration techniques
  - using some of the players to demonstrate – this can be powerful
  - with more advanced players, demonstrate at match speed.
- coaching:
  - don't be too prescriptive to your session plan, coach what you see
  - set individual challenges based on observation
  - use scenario captions that you have seen recently in elite live games
  - refer back to the players individual objectives
  - use LFC player examples
  - communicate your key point positively
  - use varied coaching styles based on the needs of the group
  - use the 5 W's who, where, when, what, why
  - use detail relevant to the purpose of the session and the player's needs
  - praise effort towards a challenge
  - focus building on the players strengths rather than working on their weaknesses.

- non-negotiable:
  - go the extra mile
  - set up 30 minutes before a session
  - create a world cup final atmosphere in your sessions
  - learn and embrace LFC's values
  - have an enthusiastic and engaging personality
  - deliver sessions based around the LFC IA programme
  - log your sessions on sports session planner
  - inspire players to feel like world beaters on the pitch
  - refer to LFC players when making coaching points
  - possess a professional coaching appearance
  - keep the ball rolling 70% of the time
  - be wary of stepping in too much
  - never forget who you represent.

#### **A4 The Liverpool Football Club player development model and use of role models**

- The player development model
  - technical – receiving skill, moving skills, releasing skills, high repetition, opposed and unopposed practices
  - tactical – attacking principles, defending principles, transitional play (counter attack, counter defence), decision making, the 5 W's (who, what, where, when and why)
  - physical – agility, balance, stability, reactions, strength, endurance, power, speed, fundamental movement, game-related movement
  - social – appropriate challenge, interaction, problem solving, team work, visual/oral/practical support
  - mental – preparation, bravery with and without the ball, pressure, freedom of expression, positive body language, winning mentality, competitive.
- Phases for player development
  - pre-academy (up to age Under 8)
  - foundation (Under 9 – Under 11)
  - youth development phase (Under 12 – Under 16)
  - professional development phase (Under 17+).
- Coaching styles for the different phases of player development model.
- Use of role models to coach a successful and effective curriculum:
  - to encourage ambition
  - use as a visual learning tool
  - link to LFC values
  - as an aspirational tool.

## **Learning aim B: Understand how to plan coaching sessions The Liverpool Way**

### **B1 Styles of coaching and learning**

- Styles of learning theories:
  - Honey and Mumford Learning Style Theory, 1986
  - Kolb's Theory of Learning Styles, 2005.
- Individuals learning preferences:
  - visual – watching and copying
  - auditory – hearing instructions/told what to do
  - kinaesthetic – practise/doing
  - guided discovery – problem solving
  - learning alongside players of similar ability
  - learning alongside players who are more advanced.
- Creating a positive learning environment:
  - helping the players feel they are improving
  - involving players in their own learning
  - providing positive and corrective feedback on performances
  - providing varied practice activities that avoid monotony and offer a challenge
  - provide competitive activities
  - letting players know when they are doing well
  - showing an interest in players as people and getting to know the needs of players
  - focus on longer-term improvement, rather than next week's performance
  - using a variety of coaching styles and learning strategies
  - create an environment where mistakes are OK and recognised as being part of the learning process.
- Short-term impact of coaching styles.
- Long-term impact of coaching styles.

### **B2 Planning The Liverpool Way**

- Group information:
  - age
  - player development phase
  - ability
  - recent injuries
  - medical needs.
- Mental considerations.
- Social considerations.
- Economic considerations.
- Participant information:
  - individual for each player
  - player learning styles
  - player background
  - player character.

- Risk assessing:
  - location/environment of the session
  - equipment
  - activities/drills and games
  - severity of risk dependent upon likelihood
  - importance of providing a signed and dated declaration.

### **B3 The impact of a coach's experience and the environment on coaching principles**

- Learners should understand how experience can lead to:
  - confidence
  - over-confidence
  - presence
  - expectations – shared with clear aims for sessions that can be altered as the session progresses if required
  - effective goal setting
  - effectively contribute to short-term development
  - effectively contribute to long-term development
  - planning detail
  - panning speed
  - need for continued professional development to prevent stagnation
  - psychological pressures for success
  - use a variety of coaching methods
  - encourage player ideas
  - encourage players to ask questions
  - meets individual needs – has a variety of methods to ensure every player is catered for
  - provides feedback
  - allows for repetition for skill mastery.
- Environment:
  - suitability – safe and stimulating
  - weather influences eg temperature, rain, sunshine
  - equipment availability
  - preparation prior to player arrival
  - risk assessed.

## **Learning aim C: Deliver a coaching session The Liverpool Way**

### **C1 Priorities when delivering a session**

- Priorities of the coach:
  - player safety
  - coach safety
  - environment – suitable for the players
  - equipment – available, usable and correct
  - well-planned session
  - purposeful session
  - success of the session
  - player development
  - all learning styles catered for
  - tasks provided visually and explained before practice time.

- Priorities of assistants/volunteers:
  - equipment is prepared
  - individual support provided
  - demonstrations reinforced.
- Priorities of the player:
  - prepared – mentally and physically
  - maximum effort every session
  - support peers
  - work as part of a team
  - ask questions if necessary
  - ask for help where required.

## **C2 Leading a coaching session**

- Delivery:
  - revise plans if appropriate
  - warm-up such as pulse raiser, mobility, dynamic movement, stretching and skill rehearsal
  - main content to include skills and technical development
  - effective demonstration
  - revisiting goals with participants to check progress
  - ensure inclusivity and adapt sessions to meet individual participant needs
  - observe and analyse participants' performance
  - cool-down
  - advice on future sessions
  - dismantle and removal of equipment.
- Incorporation of The Liverpool Way:
  - use of the player development model
  - use of role models
  - use of the Liverpool values
  - use of coaching principles
  - focus on different areas of the player development model.

## **Learning aim D: Review own performance of delivering The Liverpool Way**

### **D1 The Liverpool Way values and ethics**

- The Liverpool Way values:
  - how are these implemented
  - what do these look like
  - how does a coach ensure their inclusion.
- The Liverpool Way ethics:
  - how are these implemented
  - what do these look like
  - how does a coach ensure their inclusion.

**D2 Feedback**

- From different sources:
  - coach
  - manager
  - peers
  - parents
  - self.
- Method of feedback utilised:
  - coach assessment
  - self-assessment
  - peer assessment
  - observational
  - performance profiling
  - statistical performance analysis.
- Focused:
  - positives
  - areas for improvement
  - player-led (feedback sandwich, positive, area for improvement, positive).
- Empowering.
- Encouraging.
- Impact of environment when providing feedback.
- Environment used to provide feedback:
  - suitable
  - calming
  - feedback focused.

**D3 Review own coaching style with comparison to historic LFC managers/coaches**

- Sources of feedback:
  - participant
  - coach
  - peers
  - colleagues
  - self-review
  - questionnaires
  - comments cards.
- Review of session:
  - coaching style(s) utilised
  - effectiveness of planning
  - effectiveness of preparation
  - effectiveness of use of The Liverpool Way
  - implementation of the Liverpool values.
- Comparisons between coaching within different sports.

- Comparisons between own coaching style and historic LFC manager:s
  - Sir Bob Paisley
  - Bill Shankly
  - Gerard Houllier
  - Rafael Benetiz
  - Jurgen Klopp.

**D4 Review learning styles**

- Planning for different styles.
- Implementation of a range of strategies.
- Meeting of aims and objectives.
- Progress of all players.



## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine The Liverpool Way of coaching</b>		<b>AB.D1</b> Evaluate The Liverpool Way and its use in planning and delivering coaching sessions.
<b>A.P1</b> Explain the importance of communication and feedback for a coach	<b>A.M1</b> Assess the Liverpool Football Club player development model from a coach's perspective.	
<b>A.P2</b> Explain two coaching theories and approaches.		
<b>Learning aim B: Understand how to plan coaching sessions The Liverpool Way</b>		
<b>B.P3</b> Plan three coaching sessions The Liverpool Way that show clear consideration for the players.	<b>B.M2</b> Explain the impact of learning theories on a coach's planning.	
<b>Learning aim C: Deliver a coaching session The Liverpool Way</b>		
<b>C.P4</b> Deliver a section of a coaching session The Liverpool Way.	<b>C.M3</b> Independently deliver a coaching session The Liverpool Way.	
<b>Learning aim D: Review own performance of delivering The Liverpool Way</b>		<b>D.D2</b> Assess own coaching style against The Liverpool Way model justifying strengths and areas for development.
<b>D.P5</b> Review own performance in the delivery of a coaching session The Liverpool Way including strengths and areas for improvement.	<b>D.M4</b> Explain strengths and areas for development as well as the impact of different learning styles on the session.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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, A.P2, B.P3, A.M1, B.M2, AB.D1)

Learning aim: C (C.P4, C.M4)

Learning aim: D (D.P5, D.M4, D.D2)

## Further information for teachers and assessors

### Resource requirements

There are no special resources needed for this unit.

### Essential information for assessment decisions

#### Learning aims A and B

**For Distinction standard,** learners will consider the impact of communication, feedback, different coaching theories and learning theories on sessions. They will go on to consider the impact of The Liverpool Way and how this requires a key standard of planning and delivering to ensure high-quality coaching. Learners will consider and reflect upon all aspects of The Liverpool Way and draw conclusions as to its use and impact.

**For Merit standard,** learners will explore Liverpool Football Clubs player development model as if they were a coach and provide clear assessment of this in order to draw conclusions regarding its usage and impact. In addition, learners will consider different learning theories and how these impact upon a coaches planning and therefore decision making during this phase.

**For Pass standard,** learners will provide clear explanation of the importance of communication and feedback for any coach. They will explore the different methods of communication and feedback explaining the possible impact of each. Learners will provide explanation for two coaching theories and approaches providing clear reasoning for their successful use by a coach. Following an in-depth look at The Liverpool Way of coaching, learners will use their knowledge and understanding to plan three coaching sessions using this method. Learners will show consideration for the players within their planning – this should be clear. Clear risk assessments should accompany the plans to demonstrate clear consideration for player and coach safety at all times.

#### Learning aim C

**For Merit standard,** learners will independently deliver a coaching session using The Liverpool Way of coaching. They will utilise the skills learnt and ensure that the players' needs are catered for. Where necessary, learners will demonstrate deviations from the plan depending on what is presented in a real life situation. Learners will provide visual evidence of the delivered session. Ideally, this should be in the form of a live recording of the session. Where this is not possible, photographic evidence should be obtained and clearly annotated by the learner. Observation notes and witness statements/statement of activity should also be provided by the tutor in order to demonstrate clear achievement and demonstration of the required skills.

**For Pass standard,** learners will deliver a section of one of their coaching plans. Ideally, this should be the bulk of the session to demonstrate a good variety of skills learned and developed throughout the unit. Learners will use The Liverpool Way when coaching this section and should provide clear visual evidence of its completion. Ideally, this should be in the form of a live recording of the session. Where this is not possible, photographic evidence should be obtained and clearly annotated by the learner. Observation notes and witness statements/statement of activity should also be provided by the tutor in order to demonstrate clear achievement and demonstration of the required skills.

## Learning aim D

**For Distinction standard**, learners will consider their performance from learning aim C. They will reflect on their strengths and areas for improvement, suggesting ways that they could make this improvement. Learners will assess their own performance against The Liverpool Way showing consideration for the values and ethics of the coaching method. Learners will show in depth reflection of their ability to communicate effectively and to provide feedback to participants that is useful. Considering their own coaching style, learners will provide comparison to an LFC manager – past or present. They will also assess the progression of the participants and how they, as coach, catered for the different learning styles that they were presented with.

**For Merit standard**, learners will consider their performance in learning aim C when delivering a coaching session The Liverpool Way. They will provide clear reflection on their strengths and areas for development providing detailed explanations for each of these. Learners will provide a clear explanation of the different learning styles and how these impacted on the session, providing clear information as to how they dealt with this.

**For Pass standard**, learners will review their performance of coaching using The Liverpool Way providing their strengths and areas for development. These may be in bullet point form but will clearly consider their performance as the coach. Learners will refer to key aspects of The Liverpool Way ensuring that the values and ethics are included. Learners will reflect on their performance in planning as well as delivering the session and their inclusion of effective communication and feedback.

## Links to other units

This unit links to:

- Unit 2: Careers in the Sport and Active Leisure Industry
- Unit 15: Developing Coaching Skills
- Unit 16: Applied Coaching Skills
- Unit 37: The Liverpool Coach – Employability Skills.

## Employer involvement

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

- Work experience
- Guest speakers.

## Opportunities to develop transferable employability skills

Learners will have opportunities to develop the following transferable skills in the assessment of this unit:

- team work
- working on own initiative
- problem solving
- planning
- presentation
- evaluation skills.

# Unit 39: Enterprise and Entrepreneurs

Level: 3

Unit type: **Internal**

Guided learning hours: 90

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## Unit in brief

Learners study enterprise and the mindset of entrepreneurs, exploring the risks, opportunities and constraints of starting an enterprise.

## Unit introduction

Enterprise is important because it is the creation of new ventures that drive the economy, employment, growth and innovation across the UK. Entrepreneurs are those who take that first brave step, identify an opportunity and start their own enterprise.

They have a clear vision and the determination to put their ideas into practice. We can all name a famous entrepreneur, but what is it that makes them so successful? What are the personal skills, qualities and characteristics that make them unique? Which attributes do they have that allow them to plan and run their enterprise?

In this unit, you will gain an overview of the importance of both enterprise and entrepreneurs to the local and national economy. You will explore their creativity and mindset as you look at real-life enterprise and entrepreneurs, and investigate the skills required to be successful. You will also look at the risks, opportunities and constraints faced by entrepreneurs in setting up their venture, assess the feasibility of a range of potential enterprise opportunities and then develop and present one idea for a local enterprise.

This unit will help you progress to employment by helping to develop key employability skills, or to vocational training, higher apprenticeships or higher education by developing relevant knowledge and understanding.

## Learning aims

In this unit you will:

- A** Explore the nature of enterprise
- B** Investigate the motivations for entrepreneurship
- C** Examine the opportunities and constraints for enterprises and entrepreneurs
- D** Examine the entrepreneurial skills required to launch an enterprise.

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore the nature of enterprise	<b>A1</b> Enterprise and entrepreneurship <b>A2</b> Mindset of the entrepreneur	A written report on a successful enterprise and its entrepreneur, considering the mindset of the entrepreneur, the opportunities and risks taken, the motivation for the venture and its importance to the economy.
<b>B</b> Investigate the motivations for entrepreneurship	<b>B1</b> The role of motivation when starting a new venture <b>B2</b> Barriers to setting up a venture <b>B3</b> Importance of entrepreneurs to the economy	
<b>C</b> Examine the opportunities and constraints for enterprises and entrepreneurs	<b>C1</b> Sources of internal and external finance <b>C2</b> Government support and non-governmental support <b>C3</b> Competition and competitive advantage <b>C4</b> External influences	A presentation for a potential enterprise opportunity, considering why it is viable, the challenges that could affect that start-up together with a consideration of the entrepreneurial skills required for the start-up.
<b>D</b> Examine the entrepreneurial skills required to launch an enterprise	<b>D1</b> Entrepreneurial skills <b>D2</b> Assess potential enterprise opportunities <b>D3</b> Develop the idea	

## Content

### Learning aim A: Explore the nature of enterprise

#### A1 Enterprise and entrepreneurship

- Enterprise is the process of using creativity and innovation to meet customers' needs and aspirations by:
  - creating products and services and identifying a market for them
  - identifying gaps in the market for existing products and services
  - identifying and addressing the risks facing an enterprise to increase the likelihood of success, to include:
    - strategic, e.g. a competitor coming on to the market
    - compliance, e.g. the introduction of new health and safety legislation
    - financial, e.g. non-payment by a customer or increased interest charges on a business loan
    - operational, e.g. the breakdown or theft of key equipment
    - using enterprise skills and capabilities, including problem solving
    - using new technologies and techniques.
- Entrepreneurship is the capacity and willingness to:
  - develop, organise and manage a new venture
  - anticipate risks and uncertainty in order to make a profit.
- Types of enterprise – start-up, lifestyle, social enterprise, franchise.
- Legal formats for enterprise – sole trader, partnership, limited partnership, private limited company (LTD), public limited company (PLC).

#### A2 Mindset of the entrepreneur

- This includes – creativity, confidence, positivity, passion, motivation, initiative, self-belief, discipline, drive, adaptability and flexibility, intuitiveness, persuasion, imagination, desire to succeed and grow, vision, capacity to inspire, focus.

### Learning aim B: Investigate the motivations for entrepreneurship

#### B1 The role of motivation when starting a new venture

- Autonomy and better work – seeking freedom, flexibility and better work opportunities.
- Challenge and opportunity – seeking personal challenge, fulfilling a vision, opportunities to use existing skill(s) and enhance personal reputation/fame.
- Financial motives – financial security, larger income and wealth.
- Family and legacy – seeking to continue or create a family business.

#### B2 Barriers to setting up a venture

- Viability – ability to sell products/services to customers.
- Regular cash flow.
- Raising finance.
- Lack of skills or experience.
- Lack of financial management skills.
- Keeping up to date and complying with regulations.

**B3 Importance of entrepreneurs to the economy**

- Generating economic wealth by increasing the national income.
- Providing jobs.
- Bringing about social change, creating the solutions that can improve the standard of living for the inhabitants of a country.
- Replacing older, inefficient technologies with evolved, advanced systems.

**Learning aim C: Examine the opportunities and constraints for enterprises and entrepreneurs****C1 Sources of internal and external finance**

- Own funds/stakeholders – family and friends or business partners.
- Equity funding – business angels, crowdfunding, venture capital, share capital, peer-to-peer lending, bank, private sector investment.
- Government funding – grants, allowances and start-up loans.

**C2 Government support and non-governmental support**

- Enterprising libraries – using the public libraries network to reach into communities to provide coaching, advice, meeting spaces and IT support to people interested in developing a business proposal and bringing it to market.
- Local Enterprise Partnerships (LEPs) – partnerships between local authorities and businesses that decide the priorities for investment in roads, buildings and facilities in the area.
- Enterprise Zones (EZs) – geographically-defined areas, hosted by LEPs, in which commercial and industrial businesses can receive incentives to set up or expand.

**C3 Competition and competitive advantage**

- Competition – an organisation in the same industry (or a similar industry) which offers a similar product or service. The presence of one or more competitors can reduce the prices of goods and services as the organisations attempt to gain a larger market share. Competition also requires organisations to become more efficient in order to reduce costs.
- Competitive advantage – superiority gained by an organisation through providing the same value as its competitors at a lower price, or through charging higher prices by providing greater value through differentiation and through the use of tangible and intangible resources.

**C4 External influences**

- Outline of – financial, legal, stakeholders (customers, government, shareholders, community), economic climate, technological, political, social.



**Learning aim D: Examine the entrepreneurial skills required to launch an enterprise****D1 Entrepreneurial skills**

- Ability to think strategically.
- Possess clear communication and interpersonal skills to negotiate successfully and deal with stakeholders.
- Deal with all aspects of running an enterprise such as finance, legal aspects, marketing and production.

**D2 Assess potential enterprise opportunities**

- Ability to identify viability of potential ideas.
- Consider the risk and opportunity attached to each idea.
- Identify the barriers to the opportunity.

**D3 Develop the idea**

- Define what the enterprise will be and what its function and purpose are.
- Identify target market and competition.
- Decide on brand and how distinctiveness will be achieved.
- Understand how to protect the idea.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the nature of enterprise</b>		<b>A.D1</b> Evaluate the importance of the skills and mindset of the entrepreneur to the success of their enterprise.
<p><b>A.P1</b> Explain why a chosen entrepreneur and their enterprise(s) has been successful.</p> <p><b>A.P2</b> Explain, using examples, why it is important for entrepreneurs to consider the risks facing an enterprise.</p>	<p><b>A.M1</b> Analyse how the skills and attributes of a chosen entrepreneur, and their attitude to risk, has contributed to the success of their enterprise.</p>	
<b>Learning aim B: Investigate the motivations for entrepreneurship</b>		<b>B.D2</b> Evaluate the motivation of a specific entrepreneur for setting up their enterprise, and its importance to the economy
<p><b>B.P3</b> Explore the motivation of a specific entrepreneur for launching an enterprise.</p> <p><b>B.P4</b> Discuss how a specific entrepreneur overcame barriers when setting up their enterprise.</p>	<p><b>B.M2</b> Assess the importance of a specific entrepreneur's enterprise to the economy.</p>	
<b>Learning aim C: Examine the opportunities and constraints for enterprises and entrepreneurs</b>		<b>C.D3</b> Evaluate opportunities and constraints faced in setting up a specific enterprise.
<p><b>C.P5</b> Investigate the sources of finance for a specific enterprise opportunity.</p> <p><b>C.P6</b> Investigate the support available for setting up a specific enterprise.</p>	<p><b>C.M3</b> Assess the competition and external factors to be considered in setting up a specific enterprise.</p>	
<b>Learning aim D: Examine the entrepreneurial skills required to launch an enterprise</b>		<b>D.D4</b> Justify why an enterprise venture will be successful, evaluating the challenges it will face.
<p><b>D.P7</b> Explain the skills needed to run an enterprise.</p> <p><b>D.P8</b> Outline why an entrepreneur should consider the viability of an idea.</p>	<p><b>D.M4</b> Assess the importance of understanding the opportunities and challenges for enterprise ideas.</p>	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. *Section 6 Internal assessment* gives information on setting assignments and there is also 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, A.D1, B.D2)

Learning aims: C and D (C.P5, C.P6, D.P7, D.P8, C.M3, D.M4, C.D3, D.D4)

## Further information for teachers and assessors

### Resource requirements

For this unit learners must have access to information on a range of businesses, including local, national and international.

### Essential information for assessment decisions

#### Learning aims A and B

**For Distinction standard**, learners will produce a comprehensive report on an entrepreneur and their enterprise(s). Their presentation will be professional, logically structured, use the correct business and financial terminology and contain high-quality written language. It will include motivation, barriers and an evaluation of the impact on the economy. Learners will evaluate the mindset of the entrepreneur and the way in which they have weighed up risks versus opportunities, coming to a justified conclusion supported by relevant evidence. It will be suitable for the given audience.

**For Merit standard**, learners will carry out research on an entrepreneur and an enterprise and prepare a report on an enterprise and entrepreneur. Their report will be structured, use good business and financial terminology and contain quality written language. It will be suitable for the given audience.

**For Pass standard**, learners will carry out research on an entrepreneur and an enterprise and prepare a report that shows an understanding that enterprise has risks as well as benefits. Their report will be structured, using some business and financial terminology and containing quality written language. It will be suitable for the given audience.

#### Learning aims C and D

**For Distinction standard**, learners will produce a suitable presentation on the opportunities and constraints facing the launch of a new proposed enterprise. Their presentation will be professional, logically structured, use the correct business and financial terminology and contain high-quality written language. It will be supported by speaker notes. Learners will be able to weigh up opportunities versus constraints, coming to a justified conclusion supported by relevant evidence. It will be suitable for the given audience. In addition, learners will produce a comprehensive development plan for their entrepreneurial skills, having undertaken a skills audit.

**For Merit standard**, learners will prepare a suitable presentation with speaker notes that shows an understanding of the opportunities and constraints for a new local enterprise. The report will be well-structured, use business terminology and contain quality written language. It will be suitable for the given audience. In addition, learners will produce a clear development plan for their entrepreneurial skills, having undertaken a skills audit.

**For Pass standard**, learners will prepare a presentation that shows an understanding of the opportunities and constraints for a new local enterprise. The report will be structured, use some business terminology and contain quality written language.

It will be suitable for the given audience. In addition, learners will produce a development plan for their entrepreneurial skills, having undertaken a skills audit.

### **Links to other units**

This unit links with

- Unit 10: Business and Technology in Personal Training
- Unit 11: Business in Sport.

### **Employer involvement**

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

- guest speakers
- participation in audience assessment of presentations
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- own business materials as exemplars
- support from local business staff as mentors.

### **Opportunities to develop transferable employability skills**

In completing this unit, learners will have the opportunity to develop key employability skills.



## 4 Planning your programme

### How do I choose the right BTEC International Level 3 qualification for my learners?

BTEC International Level 3 qualifications come in a range of sizes, each with a specific purpose. You will need to recruit learners very carefully to ensure that they start on the right size of qualification to fit into their study programme and that they take the right pathways or optional units to allow them to progress to the next stage.

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 International Level 3 Certificate or Subsidiary Diploma. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC International Level 3 Diploma or Extended Diploma.

Some learners are sure of the sector in which they wish to work and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC International Level 3 Extended Diploma as the most suitable qualification.

### Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that the learners you recruit 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 International GCSEs at good grades and/or
- BTEC qualification(s) at Level 2
- other appropriate qualifications or achievement at year 11 or age 16 in core subjects.

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

If learners are studying in English we recommend that they have attained at least Level B2 in the Common European Framework of Reference for Languages.

Please see resources available from Pearson at [www.pearson.com/english](http://www.pearson.com/english)

### 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 Quality assurance*.

### 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 International Level 3 qualifications. For some units, specific resources are required.

### **How can Pearson Progress help with planning for these qualifications?**

Pearson Progress is a digital support system that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities such as course creation, creating and verifying assignments and creating assessment plans and recording assessment decisions.

For further information, see *Section 10 Resources and support*.

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

You are free to deliver BTEC International Level 3 qualifications 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 International Level 3 qualifications are vocational qualifications and, as an approved centre, you are encouraged to work with employers on design, delivery and assessment to ensure that it is engaging and relevant, and that it equips learners 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, sample Pearson Set Assignments, authorised assignment briefs 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 Resources and support*.

### **Meeting local needs**

Centres should note that the qualifications set out in this specification have been developed in consultation with centres and employers for the relevant sector. Centres should make maximum use of the choice available to them within the optional units to meet the needs of their learners, and local skills and training needs.

In certain circumstances, units in this specification might not allow centres to meet a local need. In this situation, Pearson will allow centres to either make use of units from other BTEC specifications in this suite, or commission new units to meet the need. Centre developed units will need to be quality assured by Pearson at a cost. Centres are required to ensure that the coherence and purpose of the qualification is retained and to ensure that the vocational focus is not diluted.



The proportion of imported, or locally developed units that can be used are as follows. These units cannot be used at the expense of the mandatory units in any qualification.

Qualification	Meeting local needs allowance	Unit equivalence
<b>Certificate (180 GLH)</b>	No MLN allowed	0 units
<b>Subsidiary Diploma (360 GLH)</b>	60 GLH MLN allowed	1 * 60 GLH unit
<b>Foundation Diploma (540 GLH)</b>	120 GLH MLN allowed	e.g. 2 * 60 GLH units
<b>Diploma (720 GLH)</b>	180 GLH MLN allowed	e.g. 3 * 60 GLH units
<b>Extended Diploma (1080 GLH)</b>	240 GLH MLN allowed	e.g. 4 * 60 GLH units

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

BTEC International Level 3 qualifications are mapped to relevant occupational standards, please see *Appendix 1: Links to industry standards*.

Employability skills, such as teamworking 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

### Introduction

BTEC International Level 3 qualifications are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *Pearson Set Assignments*, which are set by Pearson and marked by teachers.

- Mandatory units have a combination of internal and Pearson Set Assignments.
- All optional units are internally assessed.

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.

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

In administering an internal assignment or a Pearson Set Assignment, 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 Administrative arrangements*.

### 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 Units*, and the requirements for delivering assessment given in *Section 6 Internal assessment*.

### Pearson Set Assignment units

A summary of the set assignments for this qualification is given in *Section 2 Structure*. You should check this information carefully, together with the details of the unit being assessed, so that you can timetable learning and assessment periods appropriately.

Learners must take the authorised Pearson Set Assignment for the set assignment unit. Teachers are not permitted to create their own assessments for set assignment units. Some assignments may need to be taken in controlled conditions. These are described in each unit.

Please see *Section 6* for resubmission and retaking regulations.

## 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 *BTEC International Quality Assurance Handbook*. All members of the assessment team need to refer to this document.

For BTEC International Level 3 qualifications, 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.

All units in these qualifications are internally assessed but Pearson sets assignments for some units.

### Principles of internal assessment (applies to all units)

#### Assessment through assignments

For all 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 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. For most units, teachers will set the assignments. For Pearson Set Assignment units, Pearson will set the assignment.

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

Assessment decisions for BTEC International Level 3 qualifications 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 between the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 3: Glossary of terms used*, 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 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 qualification.

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. There is detailed information in the *BTEC International Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification, record keeping and liaison with the Standards Verifier, ensuring our requirements are met. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, standardises and supports the rest of the assessment team, making sure that they have the information they need about our assessment requirements and organises training, making use of our standardisation, guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activities 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. Before making 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. We support you through, for example, providing training materials and sample documentation. Our online Pearson Progress service can help support you in planning and record keeping. Further information on using Pearson Progress can be found in *Section 10 Resources and support*, 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.

## 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:

- to the best of their knowledge 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 Administrative arrangements*.

## 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 3: Glossary of terms used*
- 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 evidence 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.

## 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.

## 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 work closely with us so that we can ensure that standards are being satisfied and achieved. This process gives stakeholders confidence in the assessment approach.

The programme must have an assessment plan validated by the Lead IV, produced as a spreadsheet. When producing a plan, the assessment team needs 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 assessments and when quality assurance will take place
- the completion dates for different assignments and the name of each Assessor
- who is acting as the Internal Verifier for each assignment and the date by which the assignment needs to be internally verified

- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of assessment decisions
- 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:

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

There are examples of records and further information in the *BTEC International Quality Assurance Handbook*.

## Setting effective assignments (applies to all units without Pearson set assignments)

### Setting the number and structure of assignments

This section does not apply to set assignment units. 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 these units we provide sample authorised assignment briefs and we give you suggestions on how to create suitable assignments. You can find these materials 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**

BTECs 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 give learners the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms of evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 3: Glossary of terms used*.

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.

## **Late completion, resubmission and retakes (applies to all units including Pearson set assignment units)**

### **Dealing with late completion of assignments for internally-assessed units**

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 by 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.

### **Resubmission of improved evidence for internally-assessed units**

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 has been authenticated by both the learner and assessor and remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days after the timely issue of assessment feedback to learners, which is within term time 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.

We recognise that there are circumstances where the resubmission period may fall outside of the 15-day limit owing to a lack of resources being available, for example where learners may need to access a performance space or have access to specialist equipment. Where it is practical to do so, for example evaluations, presentations, extended writing, resubmission must remain within the normal 15-day period.

### **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 be achieved at a Pass only.

The Lead Internal Verifier must authorise a retake of an assignment only in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

The retake is not timebound and the assignment can be attempted by the learner on a date agreed between the Lead IV and assessor within the same academic year.

For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Internal Assessment*. Information on writing assignments for retakes is given on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).

## 7 Administrative arrangements

### Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular 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 assessment. You need to refer to the *International Information Manual* for information on making registrations for the qualification.

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

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 their 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 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 *International Information Manual*. We may ask to audit your records, so they must be retained as specified.

### Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. 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 *Guidance for reasonable adjustments 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 above). You can give 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 if they are 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*.

## Conducting set assignments

Centres must make arrangements for the secure delivery of Pearson Set Assignments. At least one Pearson Set Assignment will be available each year for each unit with an additional one provided for resit. Centres must not select an assignment that learners have attempted already.

Each set assignment has a defined degree of control under which it must take place. We define degrees of control as follows.

### 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 assignment.

### Low control

These are activities completed without direct supervision. They may include research, preparation of materials and practice.

Each set assignment unit will contain instructions in the *Essential information for assignments* section on how to conduct the assessment of that unit.

Some set assignments will need to be taken with limited controls. Limited controls are described in each unit and may include the following conditions:

- Time: each assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.
- Supervision: you should be confident of the authenticity of learner's work. This may mean that learners be supervised.
- Resources: all learners should have access to the same types of resources to complete the assignment.
- Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

Schools and colleges must be able to confirm that that learner evidence is authentic.

## 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.

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 and maladministration in vocational qualifications* document gives comprehensive 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 and 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.

### Learner malpractice

Learner malpractice refers to any act by a learner that compromises or which seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Learner malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form should be emailed to [Learnermalpractice@pearson.com](mailto:Learnermalpractice@pearson.com). Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

## Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with learner malpractice, staff and centre malpractice is any act that compromises or which seeks to compromise the process of assessment, or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)).

The form, supporting documentation and as much information as possible should be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and vocational qualifications Suspected Malpractice in Examinations and Assessments*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice).

## Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

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

- 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 document *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, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *International Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

## Changes to qualification requests

Where a learner who has taken a qualification wants to resit a 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.

## 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 the following documentation. These documents are reviewed annually and are reissued if updates are required.

- *BTEC International 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.
- *International Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.
- *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 and diversity legislation and/or regulations.
- Centres should refer to the *Further information for teachers and assessors* section in individual units to check for any specific resources required.

To offer the Pearson BTEC International Level 3 Qualifications in Sports, there is an enhanced centre approval process that includes additional safeguarding checks. We will inform you of these requirements on application.

### Continuing quality assurance and standards verification

On an annual basis, we produce the *BTEC International 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; the centre must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres resources and processes that exemplify assessment and appropriate standards. Approved centres must use these 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 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.

### Eligibility for an award

In order to be awarded a qualification, a learner must complete all units, achieve a Pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2 Structure*.

To achieve any qualification grade, learners must:

- complete and have an outcome (D, M, P or U) for all units within a valid combination
- achieve the **required units at Pass or above** shown in *Section 2*, abiding by the minimum requirements in the compensation table below
- 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 (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.

### Compensation table

Qualification	Compensation rule	Unit equivalence
<b>Certificate (180 GLH)</b>	No compensation allowed	0 units
<b>Subsidiary Diploma (360 GLH)</b>	Mandatory must be passed, 60 GLH only at U grade permitted from optional	1 * 60 GLH unit
<b>Foundation Diploma (540 GLH)</b>	Mandatory must be passed, 120 GLH only at U grade permitted from optional	e.g. 2 * 60 GLH units OR 1 * 120 GLH unit
<b>Diploma (720 GLH)</b>	Mandatory must be passed, 180 GLH only at U grade permitted from optional	e.g. 3 * 60 GLH units OR 1 * 60 GLH and 1 * 120 GLH unit
<b>Extended Diploma (1080 GLH)</b>	Mandatory must be passed, 180 GLH only at U grade permitted from optional	e.g. 3 * 60 GLH units OR 1 * 60 GLH and 1 * 120 GLH unit

## 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 International Level 3 qualifications are awarded at the grade ranges shown in the table below.

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

The *Calculation of qualification grade* table, given later in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

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 *International Information Manual* gives full information.

## Points available for 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				
	30 GLH	60 GLH	90 GLH	120GLH	180GLH
U	0	0	0	0	0
Pass	3	6	9	12	18
Merit	5	10	15	20	30
Distinction	8	16	24	32	48

## 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 1 September 2020.

Certificate		Subsidiary Diploma		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

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

## Examples of grade calculations based on table applicable to registrations from September 2020

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

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Pass	9
Unit 2	90	Int	Merit	15
<b>Totals</b>	<b>180</b>		<b>P</b>	<b>24</b>

The learner has sufficient points for a P grade.

### Example 2: Achievement of a Certificate with an M grade

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Unclassified	6
Unit 2	90	Int	Distinction	24
<b>Totals</b>	<b>180</b>		<b>M</b>	<b>30</b>

The learner has sufficient points for an M grade.

### Example 3: An Unclassified result for a Certificate

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	U	0
Unit 2	90	Int	Distinction	24
<b>Totals</b>	<b>180</b>		<b>U</b>	<b>24</b>

The learner has a U in Unit 1.

The learner has sufficient points for a P grade but has not met the minimum requirement for a grade in Unit 1.

Examples of grade calculations based on table applicable to registrations from September 2020

**Example 1: Achievement of a Subsidiary Diploma with a P grade**

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Merit	15
Unit 2	90	Int Set	Pass	9
Unit 11	60	Int	Pass	6
Unit 12	60	Int	Pass	6
Unit 33	60	Int	Unclassified	0
<b>Totals</b>	<b>360</b>		<b>P</b>	<b>36</b>

The learner has achieved P or higher in Units 1, 2, 11, 12 and 33.

The learner has sufficient points for a P grade.

**Example 2: Achievement of a Subsidiary Diploma with an M grade**

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Merit	15
Unit 2	90	Int Set	Merit	15
Unit 11	60	Int	Pass	6
Unit 12	60	Int	Distinction	16
Unit 33	60	Int	Merit	10
<b>Totals</b>	<b>360</b>		<b>M</b>	<b>62</b>

The learner has sufficient points for an M grade.

### Example 3: An Unclassified Result for a Subsidiary Diploma

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Unclassified	0
Unit 2	90	Int Set	Distinction	24
Unit 11	60	Int	Pass	6
Unit 12	60	Int	Distinction	16
Unit 33	60	Int	Merit	10
<b>Totals</b>	<b>360</b>		<b>U</b>	<b>56</b>

The learner has a U in Unit 1.

The learner has sufficient points for an M grade but has not met the minimum requirement for a P or higher in Unit 1.



## Examples of grade calculations based on table applicable to registrations from September 2020

### Example 1: Achievement of a Foundation Diploma with a P grade

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Pass	9
Unit 2	90	Int Set	Merit	15
Unit 4	60	Int	Pass	6
Unit 5	60	Int	Merit	10
Unit 11	60	Int	Pass	6
Unit 12	60	Int	Pass	6
Unit 13	60	Int	Pass	6
Unit 17	60	Int	Merit	10
<b>Totals</b>	<b>540</b>		<b>P</b>	<b>59</b>

The learner has achieved P or higher in Units 1, 2, 4, 5, 11, 12, 13, 17.

The learner has sufficient points for a P grade.

### Example 2: Achievement of a Foundation Diploma with an M grade

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Distinction	24
Unit 2	90	Int Set	Merit	15
Unit 4	60	Int	Distinction	16
Unit 5	60	Int	Merit	10
Unit 11	60	Int	Pass	6
Unit 12	60	Int	Pass	6
Unit 13	60	Int	Merit	10
Unit 17	60	Int	Merit	10
<b>Totals</b>	<b>540</b>		<b>M</b>	<b>97</b>

The learner has sufficient points for an M grade.

### Example 3: An Unclassified result for a Foundation Diploma

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Distinction	24
Unit 2	90	Int Set	Merit	15
Unit 4	60	Int	U	0
Unit 5	60	Int	Merit	10
Unit 11	60	Int	Merit	10
Unit 12	60	Int	Distinction	16
Unit 13	60	Int	Pass	6
Unit 17	60	Int	Pass	6
<b>Totals</b>	<b>540</b>		<b>U</b>	<b>87</b>

The learner has a U in Unit 4.

The learner has sufficient points for an M grade but has not met the minimum requirement for P or higher in Unit 4.

Examples of grade calculations based on table applicable to registrations from September 2020

Example 1: Achievement of a Diploma with a PP grade

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Pass	9
Unit 2	90	Int Set	Pass	9
Unit 4	60	Int	Pass	6
Unit 5	60	Int	Pass	6
Unit 17	60	Int	Merit	10
Unit 25	90	Int	Pass	9
Unit 26	60	Int	Pass	6
Unit 33	60	Int	Pass	6
Unit 35	60	Int	Pass	6
Unit 36	30	Int	Pass	3
Unit 37	60	Int	Pass	6
<b>Totals</b>	<b>720</b>		<b>PP</b>	<b>76</b>

The learner has achieved P or higher in Units 1, 2, 4, 5, 17, 25, 26, 33, 35, 36, 37.

The learner has sufficient points for a PP grade.

### Example 2: An Unclassified result for a Diploma

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Pass	9
Unit 2	90	Int Set	Unclassified	0
Unit 4	60	Int	Pass	6
Unit 5	60	Int	Pass	6
Unit 17	60	Int	Merit	10
Unit 25	90	Int	Pass	9
Unit 26	60	Int	Pass	6
Unit 33	60	Int	Pass	6
Unit 35	60	Int	Pass	6
Unit 36	30	Int	Pass	3
Unit 37	60	Int	Pass	6
<b>Totals</b>	<b>720</b>		<b>U</b>	<b>76</b>

The learner has a U in Unit 2.

The learner has sufficient points for a PP grade.

**Examples of grade calculations based on table applicable to registrations from September 2020**

**Example 1: Achievement of an Extended Diploma with a PPP grade**

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Merit	15
Unit 2	90	Int Set	Pass	9
Unit 3	120	Int Set	Pass	12
Unit 4	60	Int	Pass	6
Unit 5	60	Int	Pass	6
Unit 17	60	Int	Pass	6
Unit 19	60	Int	Pass	6
Unit 25	90	Int	Pass	9
Unit 27	60	Int	Merit	10
Unit 28	60	Int	Pass	6
Unit 29	60	Int	Pass	6
Unit 30	60	Int	Pass	6
Unit 33	60	Int	Pass	6
Unit 35	60	Int	Pass	6
Unit 36	30	Int	Pass	3
Unit 37	60	Int	Pass	6
<b>Totals</b>	<b>1080</b>		<b>PPP</b>	<b>118</b>

The learner has achieved P or higher.

The learner has sufficient points for a PPP grade.

## Example 2: Achievement of an Extended Diploma with a DDM grade

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Distinction	24
Unit 2	90	Int Set	Merit	15
Unit 3	120	Int Set	Distinction	32
Unit 4	60	Int	Pass	6
Unit 5	60	Int	Pass	6
Unit 17	60	Int	Distinction	16
Unit 19	60	Int	Distinction	16
Unit 25	90	Int	Pass	9
Unit 27	60	Int	Merit	10
Unit 28	60	Int	Distinction	16
Unit 29	60	Int	Distinction	16
Unit 30	60	Int	Pass	6
Unit 33	60	Int	Pass	6
Unit 35	60	Int	Pass	6
Unit 36	30	Int	Distinction	8
Unit 37	60	Int	Pass	6
<b>Totals</b>	<b>1080</b>		<b>DDM</b>	<b>198</b>

The learner has sufficient points for a DDM grade.

### Example 3: An Unclassified result for an Extended Diploma

	GLH	Type (Int/Int Set)	Grade	Unit points
Unit 1	90	Int Set	Unclassified	0
Unit 2	90	Int Set	Merit	15
Unit 3	120	Int Set	Unclassified	0
Unit 4	60	Int	Pass	6
Unit 5	60	Int	Pass	6
Unit 17	60	Int	Pass	6
Unit 19	60	Int	Distinction	16
Unit 25	90	Int	Pass	9
Unit 27	60	Int	Merit	10
Unit 28	60	Int	Distinction	16
Unit 29	60	Int	Distinction	16
Unit 30	60	Int	Pass	6
Unit 33	60	Int	Pass	6
Unit 35	60	Int	Pass	6
Unit 36	30	Int	Distinction	8
Unit 37	60	Int	Pass	6
<b>Totals</b>	<b>1080</b>		<b>MPP</b>	<b>132</b>

The learner has sufficient points for an MPP but has not met the minimum requirement of pass or higher for Units 1 and 3.

## 10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver Pearson BTEC International Level 3 Sports qualifications with confidence. You will find a list of resources to support teaching and learning, and professional development, developed with Liverpool Football Club, on our website.

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

#### Specification

The specification (for teaching from September 2020) gives you details of the administration of the qualifications and information on the units for the qualifications.

#### Pearson Progress

Pearson Progress is a new digital support system that helps you to manage the assessment and quality assurance of the Pearson BTEC International Level 3 Sport qualifications. It supports delivery, assessment and quality assurance of BTECs in centres and supports teachers and students as follows:

- course creation
- creating and verifying assignments
- creating assessment plans and recording assessment decisions
- upload of assignment evidence
- tracking progress of every learner

The system is accessible for teachers and learners so that both teachers and learners can track their progress.

### Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC International Level 3 qualifications, these may include:

- delivery guides, which give 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. They explain the key features of the BTEC International Level 3 Sports qualifications, for example employer involvement and employability skills. They also cover guidance on assessment and quality assurance. The Guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. They include teaching tips and ideas, assessment preparation and suggestions for further resources.
- sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation.
- delivery plans that help you structure delivery of a qualification
- teacher resource packs developed by Pearson and Liverpool Football Club including materials and activities to fully support your teaching of units available on LearningHub
- digital resources across a range of mandatory and optional units that enable an immersive learning experience available on LearningHub.



## LearningHub

Digital learning content for this programme will be available on the Pearson LearningHub. This online and mobile-optimised platform provides high-quality, bitesized digital content for an accessible, interactive learning experience.

<https://www.pearson.com/uk/web/learning-hub.html>

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 internally-assessed units

For internal units assessed with a Pearson Set Assignment we will provide a sample assignment as an example of the form of assessment for the unit. For the remaining internally set units, we allow you to set your own assignments, according to your learners' preferences and to link with your local employment profile.

We provide a service in the form of Authorised Assignment Briefs and sample Pearson Set Assignments, which are approved by Pearson Standards Verifiers. They are available via our website.

## Pearson English

Pearson provides a full range of support for English learning including diagnostics, qualifications and learning resources. Please see [www.pearson.com/english](http://www.pearson.com/english)

## Training and support from Pearson

### People to talk to

There are many people available to support you and give you advice and guidance on delivery of your BTEC International Level 3 qualifications. They include the following.

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and 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.
- Regional teams – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. Regions 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 International Level 3 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 International Level 3 qualifications. They include an overview of qualification structures, planning and preparation for internal 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 International Level 3 qualifications have been developed in consultation with industry and appropriate sector bodies to ensure that content and the approach to assessment align 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: Transferable employability skills

### The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for learners to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as ‘the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.’<sup>[1]</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council’s (NRC) framework<sup>[2]</sup> as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.



The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and in developing these skills in learners.

The table overleaf sets out the framework and gives an indication of the skills that can be found in Sport, it indicates the interpretation of the skills in this area. A full interpretation of each skill, with mapping to show opportunities for learner development, is given on the subject pages of our website: [qualifications.pearson.com](https://www.pearson.com/qualifications)

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<sup>1</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

<sup>2</sup> Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

<b>Cognitive skills</b>	Cognitive processes and strategies	Critical thinking Problem solving Analysis Reasoning/argumentation Interpretation Decision making Adaptive learning Executive function	Developing the ability to make a persuasive case in the fields of sports and new technologies, supporting one or more arguments, including the ability to create a balanced and evaluated argument.
	Creativity	Creativity Innovation	
<b>Intrapersonal skills</b>	Intellectual openness	Adaptability Personal and social responsibility Continuous learning Intellectual interest and curiosity	Learners draw on skills such as problem solving and critical thinking whilst synthesising information and developing effective communication skills.
	Work ethic/ conscientiousness	Initiative Self-direction Responsibility Perseverance Productivity Self-regulation (metacognition, forethought, reflection) Ethics Integrity	
	Positive core self-evaluation	Self-monitoring/ self-evaluation/ self-reinforcement	
<b>Interpersonal skills</b>	Teamwork and collaboration	Communication Collaboration Teamwork Cooperation Empathy/perspective taking Negotiation	Demonstrating communication and team working skills when delivering coaching sessions, The Liverpool Way, incorporating the Liverpool values, models and coaching principle in these sessions.
	Leadership	Responsibility Assertive communication Self-presentation	

## Appendix 3: Glossary of terms used

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 could 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 identify those which are the most important or relevant and arrive at a conclusion.
Carry out	Learners demonstrate skills through practical activities, carrying out or executing what has to be done in line with certain requirements. Learners do this in order to complete an identified activity or to demonstrate personal achievement for an audience.
Compare	Learners identify the main factors relating to two or more items/situations or aspects of a subject and explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Complete	Learners make or do all the necessary parts in order to finish a task.
Create	Learners bring something into existence, e.g. itineraries, plans or proposals.
Demonstrate	Learners' work, performance or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
Design	Learners apply skills and knowledge to the process of deciding on the form, function and characteristics of a product, service or process.

Term	Definition
Develop	Learners acquire and apply skills and understanding through practical activities that involve the use of concepts, processes or techniques to expand or progress something.
Evaluate	<p>Learners' work draws on varied information, themes or concepts to consider aspects such as:</p> <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> <p>Learners' enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.</p> <p>Evidence will often be written but could be through presentation or activity.</p>
Examine	Learners select and apply knowledge to less familiar contexts.
Explain	Learners provide detail and reasons and/or evidence to support an opinion, view or argument.
Explore	Learners apply their skills and/or knowledge in contexts involving practical research or investigation.
Identify	Learners indicate the main features or purpose of something by recognising it, locating it and/or being able to discern and understand facts or qualities, e.g. a geographical feature or destination on a map.
Interpret	Learners state the meaning, purpose or qualities of something through the use of images, words or other expressions.
Investigate	Learners' application of knowledge is based on personal research and development.
Justify	<p>Learners give reasons or evidence to:</p> <ul style="list-style-type: none"> <li>• support an opinion; or</li> <li>• prove something right or reasonable.</li> </ul>
Outline	Learners' work, performance or practice provides a summary, overview or brief description of something.

Term	Definition
Participate	Learners take part in a practical activity in order to demonstrate knowledge and/or skills in relation to a specific task or context.
Plan	Learners create a way of carrying out a task or series of tasks to achieve specific requirements or objectives, showing progress from start to finish or progress within specified points in the task(s).
Plot	Using maps and/or plans, diagrams and charts with multiple points, learners apply knowledge and/or skills to accurately identify and/or show the relationship between specific points or items.
Prepare	Learners gather materials, information, techniques and/or procedures in readiness to undertake a process and/or make something ready for use.
Produce	Learners' knowledge, understanding and/or skills are applied to develop a particular type of evidence, for example a proposal, plan, product, service or report.
Recommend/make recommendations	Learners suggest particular action(s) that should be done.
Reflect (on)	Learners consider their own performance and/or skills and development in relation to a specific scenario or scenarios and/or wider context(s). This may include feedback from others. There is often a requirement for learners to identify strengths and areas for improvement, along with a personal development or action plan.
Research	Learners proactively seek information from primary and secondary sources.
Review	Learners make a formal assessment. They appraise existing information, or prior events, or reconsider information with the intention of making changes if necessary. This may or may not be in the context of own learning and skills development.
Understand	Learners demonstrate knowledge related to defined situations.



This is a key summary of the types of evidence used for BTEC International Level 3 qualifications.

Type of evidence	Definition and purpose
Article	Information on a specified topic or related topics, usually based on information gathered during relevant research and presented in a format that considers the requirements of a specified audience, using appropriate tone, language and structure. Examples could include creating content for a newspaper, magazine, journal or website.
Bibliography using Harvard Referencing System	A detailed list of books and other sources used by learners as part of their research and which has been incorporated into their work. Sources could include: published resources, textbooks, the internet, journal articles and trade magazines. Learners should refer to the most current resources available. In-text citations should be included, together with a comprehensive bibliography at the end of the document. Learners should use the Harvard Referencing System.  Harvard in-text referencing requires learners to indicate both the author's surname and date in brackets, either immediately after the reference or directly at the end of the sentence.
Case study	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Costing/financial costing	Information that is presented in an appropriate financial format, detailing the estimated cost of doing or producing something, e.g. a travel itinerary or an event.
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill(s) development.
Email	A communication that gives information and is written using appropriate technology for a defined purpose in a task or activity.

Type of evidence	Definition and purpose
Guide	Information presented in written or other forms, e.g. diagrams, charts, slideshows, video clips. Offers information and/or advice to a particular audience on a specified subject or issue, e.g. destination guide.
Independent research	An analysis of substantive research organised by learners from secondary and, if applicable, primary sources.
Individual project	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning.
Itinerary	A structured travel document giving a range of details and information with dates, times and places.
Letter	Written communication for a defined purpose in a task or activity. Usually the letter is required to meet stipulated criteria in terms of structure and/or format and level of formality.
Logbook/journal	Completion of a log or journal, usually in the context of work experience in order to record skills, knowledge and understanding acquired for employability. Also used to record reflective accounts and plan for personal and professional development. Learners must keep all other relevant evidence, including witness statements and observation records with their logs.
Observation record/statement/sheet	Used to provide a formal record of a judgement of learners' performance (e.g. during presentations, practical activities) against the targeted assessment criteria. It must be completed by the assessor of the unit or qualification. An observation record alone does not confer an assessment decision.
Personal development plan/personal skills development plan	A plan produced by learners to record, evaluate and act on areas of strength and weakness. Specific actions to improve knowledge and/or skills will be included in the plan, along with goals and ways of measuring progress.

Type of evidence	Definition and purpose
Personal/professional development portfolio	A record kept by learners to show their process of personal and/or professional development. Used to show method, self-management and skill(s) development to meet required outcomes for assessment purposes.
Plan	Learners produce a plan as an outcome related to a specific or limited task/series of tasks that require(s) learners to achieve specified requirements or objectives.
Presentation	Learners provide information and/or an item(s). The presentation may be given through oral or practical demonstration to a specified audience and goal, often using visual slides or other visual aids to show information.
Portfolio	A collection of documents or other forms of information that demonstrate knowledge-based skills and work that has been undertaken to be assessed as evidence to meet required skills outcomes.
Poster/leaflet	Documents providing well-presented information for a specified purpose.
Professional supporting documentation	Documents such as letters, emails, spreadsheets or memos that are produced by learners to support another item of evidence, e.g. a proposal, costing, itinerary or plan. The supporting documents usually provide contextual or additional information such as an introduction, rationale or time frame for the other item of evidence.
Proposal	<p>A plan that defines and outlines something to be designed and/or developed and/or implemented. The proposal usually also outlines the methods/processes/procedures and resources required in order to achieve a desired objective/outcome.</p> <p>A research proposal outlines details of an issue to be investigated and how the research will be conducted. It also includes a plan that needs to be designed to set targets, monitor progress and help ensure that the aims of the research project are achieved.</p>

Type of evidence	Definition and purpose
Reference list	A detailed list of books and other sources referred to during learners' research.
Report	Learners adhere to protocols, codes and conventions in setting out findings or judgements in an objective way. A formal report will adhere to a given structure making use of headings and sub-headings, e.g. a heading, introduction, findings, conclusion and recommendations.
Research portfolio	A collection of documents or other forms of information that demonstrate knowledge-based skills and enquiry work that has been undertaken to be assessed as evidence to meet required skills outcomes. The research portfolio contains evidence of primary and/or secondary research.
Resource portfolio	A collection of relevant documents or other forms of information on a specified issue or number of specified issues. The production of the resource portfolio could be a stand-alone task or inform another task that is to be carried out, e.g. a presentation, plan or proposal.
Role play/simulated activity	A multi-faceted activity simulating realistic work situations.
Teacher observation	Used to provide a formal record of a judgement of learners' performance (e.g. during presentations, practical activities and role play) against the targeted assessment criteria. It must be completed by the assessor of the unit or qualification. An observation record alone does not confer an assessment decision.
Witness statement(s)	Used to provide a written record of learners' performance against targeted assessment criteria, often (but not exclusively) in the context of work experience. Any competent person who has witnessed the skills being demonstrated can complete a witness statement, including staff who do not have direct knowledge of the qualification, unit or evidence requirements, but who are able to make a professional judgement about learners' performance in a given situation.



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