

# SPECIFICATION



## BTEC Tech Award in SPORT, ACTIVITY AND FITNESS Level 1/Level 2

*First teaching September 2018 | First certification July 2020*

ISSUE 4





# **Pearson BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness**

## **Specification**

First teaching September 2018

Issue 4

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

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This specification is Issue 4. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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## Pearson BTEC Tech Awards – introduction

### About the BTEC Tech Award suite

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England, Northern Ireland and Wales the opportunity to study one or more vocational areas as part of their curriculum. We have developed the qualifications in consultation with secondary school and further education representatives, and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16.

As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

### About recognition as Department for Education technical awards

The BTEC Tech Award suite has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16-year-olds.

The DfE has set out characteristics for technical awards through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8. To be recognised as technical awards, it is expected that qualifications will focus on developing sector-specific knowledge and technical skills in a practical learning environment. It is also expected that the qualifications form part of a Key Stage 4 learning programme that enables both academic and vocational progression.

### About the sport sector

Sport, activity and fitness is a growing industry: it is expected to increase in size by 11 per cent by 2020. There are currently over 400,000 jobs in the UK. Sport, activity and fitness also has a positive impact on the health of the nation. Regular sport and physical activity can reduce the risk of many chronic conditions and illnesses, including coronary heart disease, stroke, type 2 diabetes, cancer and obesity. The Department of Health and Social Care is encouraging inactive people to take up activity in any form and the government has broadened Sport England's role to cover both sport and physical activity, including cycling, dancing and walking. There has never been a better time to study sport, activity and fitness. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this vital sector.

### Summary of Pearson BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness Issue 4 changes

Summary of changes made between the previous issue and this current issue	Page number
Component 2, Topic A1: 'sergeant jump test' amended to 'Sargent jump test'.	Page 25

### Summary of Pearson BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness Issue 2 and Issue 3 changes

Summary of changes made between Issue 1 and Issue 3	Page number
Reference to learners in Northern Ireland and Wales was included in the Pearson BTEC Tech Awards – introduction section.	Introduction
The <i>Key terms typically used in assessment</i> in Component 2 has been updated.	Pages 32-33
Component 3: The introduction to content in Learning aim A2 has been reworded to include different target groups.	Page 37
Component 3: Using health monitoring information has been removed from the <i>Essential information for assessment decisions</i> for Learning aim B, Level 2 Pass, Merit and Distinction.	Pages 46-47
Component 3: Criteria links to Component 2 have been updated to include Learning aim A.	Page 53
Reference to CCEA Regulation and Qualifications Wales was included in Section 8, paragraph 2.	Page 65
The wording under Section 8 Final grading and awarding subsection Calculation of the qualification grade has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 65
The points thresholds have been updated in the Calculation of grade table.	Page 66
Example 2 has been updated as a Merit award.	Page 67
The wording in Section 9 Administrative arrangements subsections Learner malpractice and Teacher/centre malpractice have been updated to clarify suspension of certification in certain circumstances.	Page 71



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# 1 Pearson BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness – purpose

## Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness (Qualification Number 603/0473/X), is for learners who want to acquire theoretical knowledge and technical skills through vocational contexts by exploring areas such as the body systems, psychology, nutrition, technology and leadership. The qualification recognises the value of developing skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

## What does the qualification cover?

The Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge and understanding of skills in health, fitness, activity and sport.

Learners will develop:

- knowledge of the body systems, common sports injuries and technological advances that impact on sport and activity
- key skills that support their theoretical understanding of the training, nutrition and psychological factors that influence and impact on engagement in sport and activity
- an understanding of the underpinning principles of leadership and the physical and psychological benefits for session participants. Learners will investigate methods of planning, delivering and reviewing sessions for a range of target groups.

The qualification builds on and uses the knowledge and skills learned in GCSEs. It has a broad focus on building knowledge and skills, including exploring the impact of technology and psychology on sport and activity. It will complement some aspects of the theoretical approach offered by GCSE Biology and GCSE Food Preparation and Nutrition, by allowing learners to apply their knowledge and skills, for example by learning how nutritional habits can impact sport and activity.

## What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Sport, which prepares learners to enter employment or an Apprenticeship, or to move to higher education by studying a degree in the sport or sport and exercise areas.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, to employment, to an Apprenticeship, or to further study at Level 3; for these learners, the attitudes and the reflective and communication skills covered in this qualification will help them achieve
- study of sport post-16 through the study of a Technical Certificate, for example a Pearson BTEC Level 2 Technical Diploma for Sport and Activity Leaders. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as, ultimately, it can lead to employment in the sport sector.

## 2 Structure

### Total Qualification Time

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

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

The Pearson BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness has:

- Total Qualification Time: 150 hours
- Guided Learning Hours: 120 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the components.

### Components

Learners are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness				
Component number	Component title	GLH	Level	How assessed
1	Understand the Body and the Supporting Technology for Sport and Activity	36	1/2	Internal
2	The Principles of Training, Nutrition and Psychology for Sport and Activity	48	1/2	External
3	Applying the Principles of Sport and Activity	36	1/2	Internal Synoptic

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

## Assessment

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the sports industry, and specialist skills and techniques in planning fitness training programmes and recommending nutritional strategies to improve fitness and performance at Levels 1 and 2.

### Internal assessment

Components 1 and 3 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the physiological impact of the cardiorespiratory and the musculoskeletal system on a participant's engagement in sport and activity
- the different common sporting injuries, the causes and the related management and rehabilitation
- different technologies, how they enhance sport and activity, and how they support rehabilitation
- elements that are considered most important in leadership, including organisation, communication and problem-solving skills
- the physiological and psychological benefits that participants can gain as a result of their engagement in sport and activity
- processes that underpin effective ways of working in the sport sector, such as planning, delivering and reviewing a sport or physical activity session to a variety of target groups.

Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final summative assessment for each component.

You will make grading decisions based on the requirements and supporting guidance given in the components. For further information on using and assessing through assignments, including resubmissions, see *Section 5*.

### External assessment

There is one external assessment. *Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity*. This component requires learners to apply knowledge and understanding to plan a fitness-training programme and to recommend nutritional guidance for participants to improve fitness and performance.

The design of this external assessment ensures that there is sufficient stretch and challenge. The external assessment takes the form of a external assessment, taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment. The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

Component	Description of external assessment	Availability
<b>Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity</b>	<ul style="list-style-type: none"> <li>External assessment set and marked by Pearson and completed under supervised conditions.</li> <li>The set external assessment will be completed in 1 hour and 30 minutes in the period timetabled by Pearson.</li> <li>70 marks.</li> </ul>	<b>First assessment May/June 2019</b> <b>Available February and May/June each year</b>

### Internal synoptic assessment

There is one internal component, *Component 3: Applying the Principles of Sport and Activity*, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation.

*Component 3: Applying the Principles of Sport and Activity*, requires learners to study the attributes of successful leadership, including the physiological and psychological benefits before planning, delivering and reviewing sessions for target groups to encourage participation.

The design of the assessment criteria ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The assessment criteria require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the mandatory components in an integrated way. Assignments will support learners in drawing knowledge and understanding from across the qualification.

Examples of this include drawing on knowledge and understanding of the body systems from Component 1, when designing and implementing the session plan. The synoptic component should be assessed at the end of the course.

This component should be delivered and assessed at the end of the course of study.

### Language of assessment

Assessment of the internal and external components for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 9*.

### Grading of the qualification

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

Internally-assessed components are assessed using a grading scale ranging from Level 1 Pass to Level 2 Distinction. Centres report outcomes at five grade points. Please see *Section 5* for guidance on how to assess. Each component has detailed information on how to assess across the grades.

The externally-assessed component is marked and awarded on a continuum, using grading descriptors set at Level 1 Pass, Level 2 Pass and Level 2 Distinction. The outcome is reported at six grade points from Level 1 Pass to Level 2 Distinction. Learners will also receive a points score.

The difference in the grade scale for internal and external components reflects how the final component discriminates performance more fully. This is because of the synoptic nature of the assessment, in which a Level 1 Distinction grade is one where there is evidence at Level 2 in part but does not draw consistently on content across the breadth of the qualification.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction\*. Learners must achieve all components at Level 1 Pass or above in order to be awarded a qualification. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH. Please see *Section 8* for more information on the approach we are using to grade qualifications.

The relationship between qualification-grading scales and component grades will be subject to regular review as part of Pearson's standards monitoring processes. Reviews are carried out on the basis of learner performance and in consultation with key users of the qualification.

## 3 Components

### Understanding your components

The components in this specification set out details of all the knowledge and skills a learner must acquire and the assessment requirements that will support you in preparing your learners.

The components help you to undertake assessment and quality assurance effectively.

The tables here explain the key terms used for the internal and external components. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme read and digest this section.

#### Internal components

Section	Explanation
<b>Component in brief</b>	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
<b>Component introduction</b>	This is designed with learners in mind. It indicates why the component is important and how learning is structured, it might be applied when progressing to further study.
<b>Learning aims</b>	These define the scope of the knowledge and skills that a learner will acquire in the component.
<b>Teaching content</b>	This states the knowledge and skills that must be taught. All content is mandatory and includes some examples, denoted as 'e.g.', of what must be delivered.
<b>Suggestions for delivery</b>	This gives you guidance on how you may choose to approach delivery of the components in the qualification.
<b>Essential information for setting assignments</b>	This gives you information on how full assignments can be developed for each learning aim.
<b>Assessment criteria</b>	Assessment criteria state the levels of achievement that a learner must demonstrate in their assessment to meet the learning aims. Assessment criteria are used by assessors to determine grading levels for an assessment.
<b>Essential information for assessment decisions</b>	This section gives guidance on the evidence that learners are expected to provide to reach the Level 1 Pass, Merit and Level 2 Pass, Merit and Distinction standards. It also gives examples and clarification.
<b>Resource requirements</b>	This section lists any specific resources that you need to be able to teach and assess. For information on support resources see <i>Section 10</i> .



## External components

Section	Explanation
<b>Component in brief</b>	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
<b>Component introduction</b>	This is designed with learners in mind. It indicates why the component is important and how learning is structured, it might be applied when progressing to further study.
<b>Summary of assessment</b>	Sets out the type of external assessment used and the way it is used to assess achievement.
<b>Assessment outcomes</b>	These show the hierarchy of knowledge, understanding, skills and behaviours assessed.
<b>Essential content</b>	This gives the content that must be taught for the external assessment. Content will be sampled through the external assessment over time.
<b>Grade descriptors</b>	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.

# Component 1: Understand the Body and the Supporting Technology for Sport and Activity

Levels: **1/2**

Assessment type: **Internal**

Guided learning hours: **36**

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## Component in brief

Learners will explore body systems, common sports injuries and technological advances that impact on sport and activity.

## Introduction

It is important to have a healthy body if you want to be successful in sport and activities. This component focuses on the impact of sport and activity on the body systems, giving you the fundamental underpinning knowledge for study in this sector.

In this component, you will explore how technology and injury prevention can promote and support engagement in sport and activity. You will study the ways in which the body systems are working constantly, and that it is through engagement in sport and activity that we can enhance our health. You will also explore how engagement in sport and activity can result in injury to the musculoskeletal system, and you will develop an understanding of the causes of injury, treatment and rehabilitation.

Technological advances have influenced sport and activity. Technology can be used as a tool to enhance participation in sport and activity as well as aid rehabilitation. This component investigates the benefits that technological advances have created in the sector and the potential limitations that it may still have.

This component will develop transferable skills such as research and analytical skills, and will give you opportunities to develop skills in the different technology used in sport and activity, which will support your progression to Level 2 or 3 vocational or academic qualifications.

## Learning aims

- A** Investigate the impact of sport and activity on the body systems
- B** Explore common injuries in sport and activity and methods of rehabilitation
- C** Understand the use of technology for sport and activity.

## Teaching content

### Learning aim A: Investigate the impact of sport and activity on the body systems

#### A1 The body systems

Learners will investigate the body systems and how their structures provide functionality for sport and activity.

- Cardiorespiratory system (cardiovascular and respiratory):
  - structures of the cardiovascular system – atria, ventricles, septum, tricuspid, bicuspid and semi-lunar valves, aorta, vena cava, pulmonary artery, pulmonary vein
  - structures of the respiratory system – lungs, bronchi, bronchioles, alveoli, diaphragm
  - functions of the cardiorespiratory system
    - the respiratory system is responsible for taking in oxygen (oxygen intake through breathing), for working with the cardiovascular system to allow gaseous exchange so that oxygen can be transferred to the blood (oxygen uptake) and transported by the cardiovascular system to the tissues
    - the cardiovascular system transports carbon dioxide materials from the tissues and works with the respiratory system to allow gaseous exchange so that carbon dioxide can be breathed out of the body
    - the cardiovascular system transports platelets to clot open wounds
    - the cardiovascular system reduces the build-up of lactic acid by removing waste products from the muscles
    - the cardiovascular system regulates the temperature of the body during sporting activity through vasodilation and vasoconstriction.
- Musculoskeletal system (muscular and skeletal):
  - location of the major muscles – deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior
  - location of the major bones – cranium, clavicle, scapula, five regions of the vertebral column (cervical, thoracic, lumbar, sacrum, coccyx), ribs, sternum, humerus, radius, ulna, carpals, metacarpals, phalanges (in the hand), pelvis, femur, patella, tibia, fibula, tarsals, metatarsals, phalanges (in the foot).
  - functions of the musculoskeletal system
    - the skeletal system protects vital organs
    - the skeletal system allows movement at joints, joints are formed where two or more bones meet
    - movement is possible only because the muscular system works with the skeletal system, e.g. muscles attach to bones via tendons, as the muscle contracts it pulls on the bone
    - to keep the joint stable, ligaments join bone to bone to prevent the joint dislocating
    - to produce platelets, red and white blood cells that clot wounds, carry oxygen and nutrients, and provide immunity from disease.

### **A2 Physiological impact of engagement in sport and activity on the body systems**

Learners will explore how the body systems work together and the benefits of regular participation in sport and activity on each system.

- Effect of regular participation on a participant's components of fitness:
  - regular aerobic exercise producing improvements in cardiovascular fitness or muscular endurance and/or body composition
  - regular resistance exercise producing improvements in muscular strength or muscular endurance and/or body composition.
- Long-term effects of exercise on the cardiorespiratory system:
  - cardiac hypertrophy
  - drop in resting heart rate
  - drop in resting blood pressure
  - increase in red blood cells
  - drop in blood viscosity (thickness of the blood)
  - increased vital capacity
  - improved efficiency of gaseous exchange.
- Long-term effects of exercise on the musculoskeletal system:
  - increased bone density
  - increased joint strength of tendons and ligaments
  - muscle hypertrophy
  - strengthening of core muscles.

### **Learning aim B: Explore common injuries in sport and activity and methods of rehabilitation**

Learners should explore the potential injuries that could occur to the body during sport and activity while investigating their causes. Learners will also understand the rehabilitation process of each injury to ensure recovery.

#### **B1 Common sporting injuries**

Learners will explore the most common injuries that occur during sport and activity. They will consider the symptoms of these and how they may present for participants.

- The importance of a warm-up and cool down, and how it could reduce the risk of injury.
- Common injuries – basic:
  - sprain – twisting of ligaments
    - symptoms – immediate and worsening pain, swelling, bruising, movement issues, difficulty using the area
  - strain – overstretching a muscle
    - symptoms – swelling, bruising, or redness, pain at rest, pain when the specific muscle or the joint in relation to that muscle is used, weakness of the muscle or tendons, inability to use the muscle at all
  - bruising – ruptured blood vessel under the skin.
    - symptoms – pain, tenderness, discolouration of skin, possible swelling.
- Common injuries – complex:
  - dislocation – the displacement of a bone from a joint
    - symptoms – intense pain, swelling, discolouration, unable to move joint, deformity, numbness, tingling
  - ligament tear – tearing of a ligament around a joint
    - symptoms – popping noise, immediate swelling, instability, increased temperature at the joint, joint feels unstable and movement is difficult

## COMPONENT 1: UNDERSTAND THE BODY AND THE SUPPORTING TECHNOLOGY FOR SPORT AND ACTIVITY

- o fracture – a broken bone (stress, open or closed)
  - symptoms – swelling and/or bruising over the bone, pain, loss of function, visible bone (open fractures), deformity, loss of function, unable to weight bear (if in lower limbs)
- o tendonitis – inflammation of the tendons at a joint
  - symptoms – pain when moving joint, tenderness, acute pain
- o shin splints – sharp pain in the lower leg due to excessive running on hard surfaces
  - symptoms – aching and pain in shins, pain that increases when exercising, pain improves when resting, numbness in the feet, swelling.

### **B2 Causes of common sporting injuries**

Learners will understand some of the causes of injury in sport and activity and how they could be prevented.

- Physiological:
  - o intensity – ‘too much, too soon’, gravity – when needing balance, e.g. somersaults in gymnastics, tackling in football, bad timing
  - o type of sport or activity, e.g. contact sports.
- Psychological:
  - o low self-confidence, e.g. not fully committing to a tackle
  - o peer pressure, e.g. pressure to perform a skill beyond your ability
  - o reduced concentration as a result of stress.
- Environmental:
  - o weather – leading to dangerous surfaces
  - o temperature – too hot, too cold.
- Equipment:
  - o inappropriate clothing and footwear, e.g. lack of hiking boots for a fell walk
  - o lack of protective clothing, e.g. shin pads, gum shield
  - o damaged equipment, e.g. springs not attached to trampoline
  - o incorrect use of equipment, e.g. using weights that are too heavy.
- People-related risks:
  - o age
  - o drugs and alcohol
  - o skill level and experience
  - o insufficient warm-up
  - o overtraining.
- Coaching:
  - o poor training methods
  - o unsafe practice
  - o poor technique
  - o inexperienced coaches.

### **B3 Management and rehabilitation of common sporting injuries**

Learners must understand how to manage common sporting injuries and their basic treatments, through the rehabilitation process to recovery. They will explore how technology can support the rehabilitation process.

- Management of common sporting injuries:
  - physiological – seeking medical advice: first-aider, doctor, physiotherapist; PRICE: Protect, Rest, Ice, Compression, Elevation; SALTAPS: Stop play, Ask the player, Look, Touch, Active movement, Passive movement, Stand up
  - psychological: goal setting, relaxation techniques.
- Basic rehabilitation:
  - time – dependent on injury
  - hot and cold treatment
  - ice baths
  - basic strappings
  - flexibility exercises and yoga/Pilates.
- Use of technology in rehabilitation:
  - cryotherapy chambers
  - hyperbaric oxygen treatment
  - resistance bands
  - electronic pulse massage systems.

### **Learning aim C: Understand the use of technology for sport and activity**

#### **C1 Different types of technology in sport and activity**

Learners will understand the advances in equipment, the physical benefits of sportswear and the technology used to improve fitness for sport and activity. They will investigate the impact of technology on participation.

- Different types of technology:
  - advances in equipment – tennis/badminton rackets, footballs, goalposts, strengthening equipment
  - advances in protection – cricket helmets, mouth guards, landing mats
  - clothing – aerodynamic, compression clothing, moisture control, perceived psychological edge
  - footwear – changes in materials, studs, insoles, breathable and waterproof technology
  - facilities – climate control, e.g. air conditioning, air management; indoor flooring, e.g. sprung, wooden, anti-friction; outdoor, e.g. all-weather surfaces, 3G/4G, artificial pitches
  - cameras, computers and software – Hawk-Eye™, goal-line technology, match analysis, participant player analysis, action camera, GPS, smartwatches, apps.

### **C2 The benefits of technology on improving body systems for sport and activity**

Learners will develop an understanding of the benefits that technology can have on specific body systems.

- The performer:
  - marginal gains in the musculoskeletal system over competitors due to skills analysis
  - clothing makes the performer more aerodynamic, reducing drag
  - GPS allows monitoring of cardiorespiratory training zones
  - use of prosthetics to aid the musculoskeletal system
  - improved footwear to suit biomechanical needs of the performer.
- The coach/manager:
  - video analysis of team performance to analyse cardiorespiratory effort
  - video analysis of participant performances to analyse musculoskeletal technique, e.g. action camera footage
  - using GPS technology to review cardiorespiratory effort on participants to enable appropriate squad selection
  - use of apps, e.g. to rate mood states, to determine training activities.
- The officials:
  - moisture control clothing to allow effective thermoregulation
  - use of smartwatches to analyse cardiovascular demands of the official's role.

### **C3 Limitations of technology to sport and activity**

Learners will develop an understanding of the limitations of technology.

- The performer:
  - data from technology can impact on selection for sport and activity, e.g. GPS vest
  - data from technology directly compares performers
  - data and injury assessment information collected during injury rehabilitation may prevent participation in sport and activity if rehabilitation is not on track.
- The coach/manager:
  - time-consuming to use technology and takes time away from actual coaching
  - coach/manager is required to keep up with developments in technology and ensure that participants have the opportunity to access advantages of technology
  - technology breakdowns and repair costs
  - cost of advanced technology may mean that not everyone has access to the best technology and so cannot benefit from the advantages.
- The officials:
  - breaks in play when technology is used in a game can disrupt the flow of a game and slow the game, the length of the break could contribute to a change of the cardiovascular demands on the official's body, e.g. try decisions in rugby mean the officials watch a replay while the players wait, and their cardiovascular demands decrease because of the wait
  - some technologies are often available only at elite levels, e.g. goal-line technology is available to elite players only, even though grass roots officials would benefit from this technology.



## Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of body systems, common sports injuries and the technological advances that impact on sport and activity. They will learn how to make judgements on the different sports and activities, and the benefits gained from engagement in the sport and activity on the body systems. Learners will also be able to make judgements on recommendations for the potential rehabilitation available for different injuries.

You may choose to deliver this component alongside Component 3. Assignments can focus on each learning aim or you can combine them within or across components.

## Essential information for setting assignments

The recommended structure for setting assignments is one for each learning aim, however you may combine learning aims within or across components. Suggested examples of how assignments may be set are outlined here. You should also refer to the authorised assignment briefs on our website. See *Section 5* for more information.

### Learning aim A: Investigate the impact of sport and activity on the body systems

#### Description

Learners will discuss the cardiorespiratory and musculoskeletal body systems, including their structure and function. They will demonstrate an understanding of how regular exercise and long-term adaptations in sport and activity impact on the body systems.

#### Example task

Learners will:

- investigate the structure and function of the cardiorespiratory and musculoskeletal systems
- explore the physiological impact of regular participation in sport and activity on the body systems.

#### Evidence

Evidence must fully meet the requirements of the assessment criteria and could include a written report containing an opportunity for extended writing, a blog or a PowerPoint® presentation.

**Learning aim B: Explore common injuries in sport and activity and methods of rehabilitation****Description**

Learners will provide guidance on one basic and one complex sporting injury, their likely cause and how they could manage them along with the physiological, psychological, environmental effects. They will demonstrate an understanding of rehabilitation from injury to recovery.

**Example task**

Learners will:

- investigate injuries and their causes
- provide management advice for the injuries investigated
- discuss rehabilitation of the injuries, including how basic rehabilitation and technological rehabilitation could support recovery.

**Evidence**

Evidence must fully meet the requirements of the assessment criteria and could include:

- a written report containing an opportunity for extended writing, a blog or a PowerPoint® presentation
- a poster or leaflet.

**Learning aim C: Understand the use of technology for sport and activity****Description**

Learners will discuss the different types of technology that are present in sport and demonstrate a clear understanding of several of them. They will be able to clearly differentiate between the advantages and disadvantages of the technological advancements and discuss them using clear sport and activity examples.

**Example task**

Learners will:

- investigate the technological advancements in sport and activity
- describe the advancements in different areas of sport and activity
- examine the benefits of technology in improving the body systems
- understand the limitations of technology
- use clear examples from the performer, coach/manager and official.

**Evidence**

Evidence must fully meet the requirements of the assessment criteria and could include a written report containing an opportunity for extended writing, a blog or a PowerPoint® presentation.

## Assessment criteria

The assessment criteria determine the standard required to achieve the component.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim A: Investigate the impact of sport and activity on the body systems</b>				
<p><b>A.1P1</b> Identify the structures of the muscular, skeletal, respiratory and cardiovascular systems.</p> <p><b>A.1P2</b> Identify some of the long-term adaptations to body systems caused by regular participation in sport and activity.</p>	<p><b>A.1M1</b> Outline the structures and functions of the musculoskeletal and cardiorespiratory systems.</p> <p><b>A.1M2</b> Outline some of the long-term adaptations to body systems caused by regular participation in sport and activity.</p>	<p><b>A.2P1</b> Explain the structure and functions of the muscular, skeletal, respiratory and cardiovascular systems.</p> <p><b>A.2P2</b> Explain the long-term adaptations to body systems caused by regular participation in sport and activity.</p>	<p><b>A.2M1</b> Analyse how regular sports participation leads to long-term physical benefits in the body systems.</p>	<p><b>A.2D1</b> Evaluate the extent to which different sports activities benefit from adaptations to the musculoskeletal and cardiorespiratory systems.</p>
<b>Learning aim B: Explore common injuries in sport and activity and methods of rehabilitation</b>				
<p><b>B.1P3</b> Identify some common sporting injuries, their symptoms and possible causes.</p>	<p><b>B.1M3</b> Outline common sporting injuries, their symptoms and possible causes.</p>	<p><b>B.2P3</b> Describe common sporting injuries, their causes and related rehabilitation.</p>	<p><b>B.2M2</b> Explain, using clear sporting examples, how sports injuries may occur and suggest rehabilitation.</p>	<p><b>B.2D2</b> Analyse common sports injuries in a chosen sport or activity, recommending rehabilitation, including the use of technology.</p>

## COMPONENT 1: UNDERSTAND THE BODY AND THE SUPPORTING TECHNOLOGY FOR SPORT AND ACTIVITY

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim C: Understand the use of technology for sport and activity</b>				
<b>C.1P4</b> Identify some types of technology used in sport and activity, showing some understanding of their usage.	<b>C.1M4</b> Outline different types of technology used in sport and activity, showing an understanding of their usage using sporting examples.	<b>C.2P4</b> Describe, using sporting examples, different types of technology used in sport and activity, clearly describing their usage, along with identification of benefits and limitations.	<b>C.2M3</b> Analyse, using sporting examples, the different types of technology used in sport and activity, along with an explanation of benefits and limitations.	<b>C.2D3</b> Assess the benefits and limitations of technological advances in sport and activity, using clear sporting examples.
<b>Overall component grade</b>				
Learner evidence satisfies all Level 1 Pass criteria	Learner evidence satisfies <b>either:</b> all Level 1 Merit criteria <b>or</b> all Level 1 Pass criteria <b>and</b> C.2P4.	Learner evidence satisfies all Level 2 Pass criteria	Learner evidence satisfies <b>either:</b> all Level 2 Merit criteria <b>or</b> all Level 2 Pass criteria <b>and</b> C.2D3.	Learner evidence satisfies all Level 2 Distinction criteria

To be given a component grade, a learner must complete assignments for all learning aims. Please refer to *Section 5* for further guidance on internal assessment, including how to apply criteria to evidence at Level 1 and Level 2.

### Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions.

#### Learning aim A: Investigate the impact of sport and activity on the body systems

**Evidence for the assignment:** learners will investigate the four main body systems, including their main structures and functions. They will then link to the physiological impact of regular participation in sport or physical activity on those four systems. Level 2 learners will demonstrate an appreciation of the musculoskeletal and cardiorespiratory systems. They will explore how the body systems are affected by regular exercise. Level 1 learners will be able to identify some of the structures and functions of the four body systems and how they interrelate. They will outline some of the long-term effects of exercise on the body systems.

**For Level 2 Distinction:** learners will show evidence of their understanding of the cardiorespiratory and musculoskeletal systems. The structures and functions will be evaluated and detailed.

Learners will produce a clear, comprehensive report to demonstrate their knowledge of the physiological impact of regular exercise on the body systems. Learners should be able to show comprehensive understanding of the advantages of regular participation and the extent to which the physiological benefits can improve performance or fitness.

Learners' work will be of a high standard to show through their evaluation, using relevant examples, how regularly participating in exercise impacts on the cardiorespiratory and musculoskeletal systems.

**For Level 2 Merit:** learners will give a clear and detailed analysis of how regular participation in sport or physical activity can lead to physiological benefits. Learners should be able to show the advantages of regular participation and the extent to which the physiological benefits can improve performance or fitness. Learners' work will be well structured and of a good standard. Learners will analyse how regular participation will result in the adaptation of the cardiorespiratory and musculoskeletal systems, and the potential impact these adaptations will have on fitness.

**For Level 2 Pass:** learners will explain the main structures of the musculoskeletal and cardiorespiratory systems and their main functions. They will explain each of the long-term adaptations to regular participation in sport or physical activity identified in the unit content. Learners will display a detailed approach to the work produced, demonstrating their understanding through relevant examples.

**For Level 1 Merit:** learners will be able to provide an outline of the structures of the musculoskeletal and cardiorespiratory systems, and discuss their main functions. They will make a link between each body system and the long-term adaptations that can occur following regular participation in sport or physical activity. Learners will display their information by producing written work that demonstrates their understanding, the work will be mostly accurate and will use subject-specific knowledge.

**For Level 1 Pass:** learners will identify the main structures of the cardiorespiratory and musculoskeletal systems, and where they are in the body. They will discuss some of the long-term adaptations to the four body systems that regular participation in sport or physical activity can promote. Learners' work will display an adequate approach to producing written work but they may require support or prompting. Their work may lack detail and might be presented as lists or bullet points, with limited use of subject-specific terminology.

### Learning aim B: Explore common injuries in sport and activity and methods of rehabilitation

**Evidence for the assignment:** learners will explore one basic and one complex sporting injury, looking at their symptoms and causes. They should ensure that they are clear about the symptoms of each injury they explore and that they know the causes that may have led to the injury occurring. Learners will investigate the different ways to manage injuries and will create a rehabilitation plan to aid recovery.

Level 2 learners will describe one basic and one complex sporting injury, along with their symptoms and causes. They will consider injury management as well as successful rehabilitation to recovery, including basic and technological rehabilitation.

Level 1 learners will identify one basic and one complex sporting injury, showing some understanding of their symptoms and causes. They will show some basic understanding of injury management and rehabilitation.

**For Level 2 Distinction:** learners will analyse injury rehabilitation management, ensuring that they cover the key considerations. They will show clear understanding of rehabilitation to recovery and an analysis of the injuries. They will give clear sporting examples in their evidence, which link clearly to the analysis for each injury.

**For Level 2 Merit:** learners will explain one basic and one complex sporting injury and how they might occur. Learners will link these to sporting examples, ensuring that they are clear and concise. Learners will include clear explanations of the symptoms and causes of each sporting injury before going on to explain clearly how they would manage rehabilitation through a plan.

**For Level 2 Pass:** learners will give clear descriptions of one basic and one complex sporting injury, along with their symptoms and causes. Learners will show clear consideration for rehabilitation management and include some rehabilitation advice.

**For Level 1 Merit:** learners will give an outline of one basic and one complex sporting injury, along with their symptoms and causes. They will include some information that will support injury management and rehabilitation.

**For Level 1 Pass:** learners will identify one basic and one complex sporting injury and show some understanding of their symptoms and causes. They will include some basic understanding of injury management.

### Learning aim C: Understand the use of technology for sport and activity

**Evidence for the assignment:** learners will explore the different uses of technology in sport and their associated advantages and disadvantages. They will look closely at key sports and how they have been affected, with the advancements identified. Learners will be required to look in detail at up to four different types of technology and clearly explain the use for each one.

Level 2 learners will be able to describe in detail four different areas of technological advancement and how they are used within sport.

Level 1 learners will identify two of the types of technological advancement and their usage.

**For Level 2 Distinction:** learners will produce a comprehensive and realistic assessment of the benefits and limitations of technological advances in sport. They will include clear sporting examples in their evidence, demonstrating a sound understanding of their benefits and limitations for the performer, coach/manager and official.

**For Level 2 Merit:** learners will produce a detailed analysis of four different types of technology in sport. They will provide clear sporting examples to support their evidence of when each type of technology is used and how. They will give clear explanations of the benefits and limitations of each type of technology they have included, ensuring that the benefits and limitations are clearly linked to their analysed evidence about the performer, coach/manager and official.

**For Level 2 Pass:** learners will produce a detailed description of four types of technology in sport, ensuring that they include their uses. They will include the main benefits and limitations to the performer, coach/manager and official.

**For Level 1 Merit:** learners will outline the four different types of technology used in sport and include their uses. They will include clear sporting examples when outlining each piece of technology and how it is used.

**For Level 1 Pass:** learners will identify four types of technology used in sport and show an understanding of their use.

### Resource requirements

For this component, learners must have access to:

- a library and/or internet resources to carry out underpinning research
- an internet connection and digital resources
- fitness training and health-monitoring equipment.





## Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity

Levels: **1/2**

Assessment type: **External**

Guided learning hours: **48**

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### Component in brief

Learners will explore how training, nutrition and psychological factors contribute to engagement in sport and activity.

### Introduction

Understanding the mind of a person is essential if you want to engage them in practical activities. The body and the mind are equally important in ensuring that participants take part in sport and activity and continue to do so.

In this component, you will develop knowledge and understanding of the factors that contribute to improved fitness for sport and activity, the importance of a healthy diet and the psychological factors, so that you are able to apply knowledge. You will develop your knowledge and understanding of fitness testing and learn how to improve fitness using knowledge of methods of training, FITT principles and principles of training. You will be able to apply this knowledge and understanding to sport and activity situations.

You will explore the importance of macronutrients, micronutrients and hydration. This will help you to suggest realistic improvements that help participants to eat well and to optimise their fitness and health. You will develop an understanding of how motivation, self-confidence and anxiety can affect participant engagement in sport and activity.

You will develop transferable skills such as data interpretation, rationalising recommendations and decision making. These skills can help you to progress to Level 2 or 3 vocational or academic qualifications.

### Summary of assessment

This component is assessed through a written assessment set and marked by Pearson. The external assessment will be 1 hour and 30 minutes in length.

The number of marks for the assessment is 70. The paper will contain a number of short- and extended-answer questions that will assess learners' understanding of the training, nutrition and psychological factors that contribute to participant engagement in sport and activity.

The assessment availability is twice a year in February and May/June. The first assessment availability is May/June 2019.

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

COMPONENT 2: THE PRINCIPLES OF TRAINING, NUTRITION AND PSYCHOLOGY FOR SPORT AND ACTIVITY

## Assessment objectives

**AO1** Demonstrate knowledge of the principles of training to improve fitness, nutrition and psychological influences

**AO2** Demonstrate understanding of training to improve fitness, nutrition and psychological influences when applying to sport and activity

**AO3** Analyse and evaluate data and information in relation to fitness, nutrition and psychological influences when applying to sport and activity

## Essential content

### A Training to improve fitness for sport and activity

#### A1 Interpreting fitness data in relation to sport and activity

Learners should understand how to interpret fitness test scores and compare them to normative data. Learners should understand how a participant's fitness test score impacts their ability to take part in sport and activity.

- Components of fitness: aerobic endurance, muscular endurance, flexibility, speed, strength, power and body composition.
- Interpretation of normative data tables to determine fitness status of participants, to include the following fitness tests:
  - Cooper 12-minute run to test aerobic endurance
  - one-minute sit-up test to test muscular endurance
  - hand grip dynamometer to test strength
  - sit and reach to test flexibility
  - Sargent jump test to test power
  - 30-metre sprint test to test speed.
- Interpreting data to determine the fitness levels for different target groups: girls and boys (14–16 years), men and women, elite performers, older people (65+).
- Fitness test score and its impact on sport and activity.

#### A2 Methods of training for sport and activity

Learners should understand how to interpret current fitness information to choose the most appropriate methods of training to improve components of fitness. They should develop knowledge and understanding of the different methods of training for participants for sport and activity.

- Methods of training to:
  - improve aerobic endurance – continuous training, fartlek training, interval training
  - improve muscular endurance – circuit training, core stability training
  - improve strength – free weights, resistance machines
  - improve flexibility – static stretching, dynamic stretching, proprioceptive neuromuscular facilitation (PNF) stretching
  - improve power – plyometrics, anaerobic hill sprints, CrossFit®
  - improve speed – interval training, sprint training, sport-specific speed training (speed, agility and quickness (SAQ®)).
- Advantages of each method: strengths of method in relation to selected sport or activity, limited need for equipment, can be done in a range of environments, cost of equipment, easy to set up, easy to progress.
- Disadvantages of each method: weaknesses of method in relation to selected sport or activity, related to selected sport of activity, tedium, cost of equipment, time, availability of equipment, requires specialist location, need for a coach/instructor, increased risk of injury, gym membership.

#### A3 The FITT principles and principles of training

Learners will explore the FITT principles and the principles of training. The focus will be on understanding how these principles can be used to improve the fitness of participants and positively affect their participation in sport or activity.

- Definition of frequency, intensity, type, time.

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- Application of FITT principles:
  - frequency – how many times participants will train in relation to their current fitness levels and considering progression/overload
  - intensity – appropriate measurement scale to determine how hard participants works during each activity – intensity measurement; rate of perceived exertion (RPE), Percentage of Maximum Heart Rate (Maximum Heart Rate = 220 - age); methods of measuring heart rate (radial and carotid pulse); use of technology to measure heart rate – apps (applications), smartwatches, heart-rate monitors
  - type – component of fitness or method of training participants choose to work on; variety of methods used to prevent tedium; gym-based activities, outdoor fitness activities and sport-specific activities
  - time – appropriate length for the session that encourages progressive overload and which is relative to the type of training; high intensity, short duration activities (HIT training); cardiovascular activities over 20 minutes, fat-burning activities over 28 minutes, strength/endurance training based on sets and reps.
- Definition of specificity, progressive overload, overtraining, reversibility, participant differences and needs, training zones.
- Application of principles of training:
  - specificity – choosing a training method that develops a specific component of fitness which benefits participation in sport or activity
  - progressive overload – increasing participant workload over a period of time to encourage fitness improvement for their sport or activity
  - overtraining – being aware of the risk of injury due to fatigue caused by increasing training workload too quickly
  - reversibility – participants not being able to train and therefore decreasing in fitness and having to restart the programme at an appropriate level and having time away from their sport or activity
  - participant differences and needs – choosing a component of fitness based on fitness test data and relating the chosen fitness method(s) to their sport or activity
  - training zones – working at the correct intensity of maximum heart rate to experience fitness improvement; maintenance/warm-up zone 50–60%, fat-burning zone 60–70%, aerobic training zone 70–80%, anaerobic training zone 80–100%; measurement of intensity through rate of perceived exertion (RPE) or heart-rate measurement.

### **A4 Understanding fitness programmes**

Learners will understand the structure of a fitness programme in order to recommend fitness improvement for sport and activity participants.

- Information included in a programme:
  - importance of a person-centred approach – personal information to aid training programme design (health-screening questionnaire, activity likes and dislikes, availability to exercise)
  - aims – overall aim that meets participant’s main fitness, sport or activity goal
  - objectives – how the participant will achieve their main goal
  - selection of appropriate components of fitness for training: flexibility, strength, muscular endurance and power, aerobic endurance, speed
  - safe design – appropriate training method selection and activities to meet main fitness goal
  - components of a participant’s session plan – warm-up – to increase the heart rate and increase mobility in the joints; main activities – selection of training methods that will meet the main fitness goal; cool down – to gradually decrease the heart rate; encourage the removal of waste products, including lactic acid; reduce muscle soreness after training.

## B Nutrition for sport and activity

### B1 Macronutrients

Learners will develop an understanding of a healthy diet, the macronutrients and their effect on the body's ability to function during sport and activity. They will then explore the benefits of different macronutrients to sport and activity.

- Carbohydrates:
  - structure – simple and complex carbohydrates
  - function – to provide energy for; the brain functions, liver functions and muscle contractions
  - sources – complex (pasta, rice, potatoes, oats, bread), simple (fruit, chocolate, sweets, glucose drinks), fibre (wholegrain breakfast cereals, wholewheat pasta, wholegrain bread and oats, vegetables).
- Protein:
  - structure – amino acids (essential and non-essential)
  - function – building blocks that make up the structures of our body and allow us to grow and repair after exercise
  - sources, to include chicken, turkey, fish, lean beef, meat substitute, beans, nuts and seeds.
- Fats:
  - structure – saturated and unsaturated fats
  - function – role of saturated fats in increasing total cholesterol and link with coronary heart disease, role of unsaturated fats as an energy source
  - sources – saturated fats (animal fats and dairy products), unsaturated fats (oily fish, pumpkin seeds, almonds, walnuts and avocados).
- Calories: a measurement of energy in food and drink.
- Recommended daily allowance of calories – men 2500 calories (kcal) and women 2000 calories (kcal).
- Benefits of macronutrients to participation in sport or activity:
  - carbohydrates – role of complex carbohydrates and their importance in the release of energy in aerobic activities; role of simple carbohydrates in boosting energy before, during and after exercise
  - protein – role in promoting muscle growth, promotes increases in strength for sport or activity, role in repair of tissue/micro-tears after sport or activity to allow further training/reduced risk of injury
  - fats – role of unsaturated fats as the second energy source.

### B2 Micronutrients

Learners will explore a healthy diet and the main vitamins, minerals, and how they can be beneficial during sport and activity.

Vitamins and their uses in exercise:

- vitamin A:
  - function – maintains normal eyesight to assist hand-eye coordination and positional awareness
  - natural source – liver, mackerel and milk products
- vitamin B1:
  - function – converts food into energy to produce energy for exercise
  - natural source – rice, bran, pork, beef, peas, beans, soya beans

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- vitamin C:
  - function – maintains an effective immune system to prevent illness so the performer can train on a regular basis
  - natural source – most fresh fruit and vegetables
- vitamin D:
  - function – to keep bones, teeth and muscles healthy
  - natural source – oily fish, red meat, liver, egg yolks, fortified foods.

### Minerals and their use in exercise:

- potassium
  - function – regulates fluid levels to ensure the performer is hydrated during exercise
  - natural source – bananas, yoghurt, sunflower seeds, potatoes
- iron
  - function – increases the body's oxygen-carrying capacity to enhance aerobic performance by delivering oxygen to working muscles
  - natural source – liver, lean meat, eggs, kidney beans, spinach
- calcium
  - function – provides increased bone strength, which reduces the risk of injury in contact activities
  - natural source – milk and dairy products, whole grains, green vegetables.
- Benefits of micronutrients to performance in sport and activity:
  - vitamin A – maintains good vision, which assists hand-eye coordination and positional awareness
  - vitamin B – increased ability to convert food into energy for exercise by metabolising the macronutrients
  - vitamin C – prevents illness by fighting bacterial infections, which allows participants to train and play more often
  - potassium – when added to drinks helps maintain fluid and electrolyte balance levels during exercise, which helps the performer to regulate their body temperature
  - iron – enhances aerobic performance as it promotes the growth of red blood cells, which transport oxygen to the muscles
  - calcium – increases the strength of bones, which can reduce the risk of injury in contact sports.
- Recommended daily allowance of calories – men 2500 calories (kcal) and women 2000 calories (kcal).

### **B3 Hydration**

Learners will understand how to review fluid intake to maintain hydration during sport and activity. They will develop knowledge and understanding of hydration and its impact on participant engagement in sport and activity.

- Dehydration – a harmful reduction in the amount of fluid in the body.
- Recommended daily intake (RDI) – two litres.
- Increased intake: additional one litre of fluid per hour of exercise participation, in response to hot conditions.
- Negatives of poor hydration: poor fluid choices lead to dehydration, which is when the blood plasma volume reduces (gets thicker) and reduces the body's ability to sweat.
- Benefits of hydration for sport and activity:
  - maintaining a normal body temperature (37 degrees) through sweating so that participants do not overheat when training or competing
  - lubrication for the joints so they can move more freely during sport and activity
  - blood plasma is thinner so it can work effectively and transport oxygen and nutrients to the muscles during sport and activity.

### **B4 Improving nutrition for sport and activity**

Learners will explore how to recognise the features of a healthy diet. They will review nutritional habits that require improvement and suggest methods to help participants enhance their participation through these changes to their diet.

- Features of a healthy diet:
  - recognising positive features of a healthy diet – eating the right percentage of macronutrients to stay healthy (carbohydrates at 50–60%, fat at 30% and protein at 12–15%); the inclusion of micronutrients; good hydration levels; eating at least three meals a day
  - recognising areas for improvement to enhance a diet.
- Methods to enhance sport and activity through nutritional change:
  - carbohydrate loading – the process of using carbohydrates before a competition or event to provide lasting energy stores
  - timing of food intake – before, during and after training to maximise energy for training and competition
  - types of food consumption before, during and after sport or activity – complex carbohydrates the night before; simple carbohydrates before the activity to maximise glucose availability; protein consumption after the activity to repair muscle tears and promote growth
  - bowel emptying – consuming foods high in fibre (whole grains) and timing of food consumption to aid digestion and empty bowel before exercise.
- Legal supplements – types of supplement, vitamin B and vitamin D, protein supplements, pre-workout supplements, glucose-based isotonic drinks, caffeine drinks:
  - advantages – enhanced performance, increased training time, increased intensity of physical activity, improved bone health, reduced recovery, increased energy, increased alertness and concentration
  - disadvantages – increased bowel movements, energy peaks and troughs, weight gain.

### **C The psychological influence that motivation, self-confidence and anxiety have on participation in sport and activity**

#### **C1 The impact of motivation on participation in sport and activity**

Learners will be given an introduction to sports psychology to understand how psychological factors affect participants taking part in sport and activity. Understanding the mind and its impact is essential when studying sport and activity. Learners will explore how a participant's motivation can affect the amount of sport and activity they do.

- Definition of motivation: the internal mechanisms and external stimuli that arouse and direct behaviour.
- Types of motivation:
  - intrinsic motivation – motivation that comes from internal factors
  - extrinsic motivation – when external factors provide the motivation to take part in fitness activity, tangible and intangible rewards.
- Benefits of increased motivation on fitness participation levels:
  - intensity of effort during participation is higher
  - continuing to take part on a regular basis
  - overcoming adversity
  - higher enjoyment levels
  - increased intrinsic and extrinsic rewards.



### **C2 The impact self-confidence can have on participation in sport and activity**

Learners will investigate how a participant's self-confidence levels can impact on their sport and activity. The focus will be on the benefits of increased self-confidence and the ways that a sport and activity leader can increase participant self-confidence to positively affect participation levels.

- Definition of self-confidence: the belief that a desired behaviour can be performed.
- Benefits of self-confidence:
  - increased intrinsic motivation, leading to increased participation levels
  - positive attitude to fitness, sport or activity, increasing belief that participants can reach their goal
  - improved performance
  - improved concentration and effort.
- Methods to increase self-confidence:
  - Leaders of sport and activity can provide extrinsic motivation through positive reinforcement
  - creating a positive environment so that participants feel comfortable exercising
  - working with a training partner of similar ability
  - goal setting – setting realistic goals for the fitness session
  - self-talk – positive self-encouragement during the fitness session.

### **C3 The impact of anxiety on participation in sport and activity**

Learners will understand how anxiety can affect participation levels. They will investigate the types of anxiety and the negative effects they can have on participants. Learners will then develop an understanding of the ways we can control anxiety to promote increased participation.

- Definition of anxiety: the level of worry or nervousness an participant experiences.
- Types of anxiety:
  - state – anxiety refers to a particular situation, may arise when there is a high-pressure situation and the participant must perform
  - trait – the participant is tense and apprehensive as a character of their personality and therefore anxiety is a consistent feeling for them (the nervous system is continually activated in a number of situations).
- Effects of anxiety on participation in sport and activity:
  - somatic anxiety – physical effects of anxiety that are brought on by state or trait anxiety - butterflies in the stomach, muscle tension, increased heart rate, increase sweat rate
  - cognitive anxiety psychological effects of anxiety that are brought on by state or trait anxiety – feeling worried, poor concentration levels, lack of sleep due to overthinking.
- Methods of controlling anxiety in a sport or activity environment:
  - fitness induction to familiarise the participant with the facilities and equipment
  - use of music – participants can choose music that lowers anxiety levels and motivates them to participate
  - fitness classes, outdoor activities and sports training are based on ability levels and therefore participants feel comfortable participating at the right level for them
  - pre-match team talk to reassure players and reduce worry.

### Grade descriptors

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

#### Level 1 Pass

Learners will demonstrate a basic knowledge of the principles of training to improve fitness, fitness testing and methods of training, and apply them to a given scenario. They will demonstrate a basic understanding of why the principles of training, fitness testing and methods of training should be applied to sport and activity but this will be limited and may not take into account the participant's needs, application may not be appropriate or accurate.

Learners will demonstrate a basic knowledge of the components of a healthy diet but will not link it to sports and activity in any detail. They will demonstrate a basic understanding of the features of a participant's diet and the impact of poor nutrition on sport and activity.

Learners will demonstrate a basic knowledge of the psychological influences, including motivation, self-confidence and anxiety, on sports and activity but this will be limited and may not take into account the participant's needs, application may not be appropriate or accurate.

Learners will demonstrate a basic isolated analysis and evaluation of data and information, making basic connections between fitness, nutrition and psychological influences. The recommendations they make for fitness, nutrition and psychological influences for sport and activity will be limited and not linked to progression.

#### Level 2 Pass

Learners will demonstrate a comprehensive knowledge of the principles of training, fitness testing and methods of training, and apply them to a given scenario. They will demonstrate a comprehensive understanding of why the principles of training, fitness testing and methods of training should be applied to sport and activity, they will take into account the participant's needs and apply them appropriately.

Learners will demonstrate comprehensive knowledge of the components of a healthy diet and link it to sport and activity. They will demonstrate comprehensive understanding of the features of a participant's diet, the impact of poor nutrition and the resulting outcomes for sport and activity.

Learners will demonstrate comprehensive knowledge of the psychological influences, including motivation, self-confidence and anxiety, on sport and activity and will take into account the participant's needs and apply them appropriately.

Learners will demonstrate comprehensive analysis and evaluation of data and information, and will make comprehensive connections between fitness, nutrition and psychological influences on sport and activity. The recommendations they make for fitness, nutrition and psychological influences for sport and activity will show how a participant could use different principles and methods, and will be linked to progression.

## Level 2 Distinction

Learners will demonstrate a detailed knowledge of the principles of training, fitness testing and methods of training, and accurately apply them to a given scenario. They will demonstrate a detailed understanding of why the principles of training, fitness testing and methods of training should be applied to sport and activity, they will take into account the participant's needs and apply them appropriately and accurately.

Learners will demonstrate detailed knowledge of the components of a healthy diet and accurately link it to sport and activity in detail. They will demonstrate a detailed understanding of the features of a participant's diet, the impact of poor nutrition and the resulting outcomes for sport and activity.

Learners will demonstrate detailed knowledge of the psychological influences, including motivation, self-confidence and anxiety, on sport and activity, they will take into account the participant's needs and apply them accurately and appropriately in sport and activity.

Learners will demonstrate a detailed analysis and evaluation of data and information, and make detailed connections between fitness, nutrition and psychological influences, providing justification through exploring the advantages and disadvantage of different strategies.

The recommendations they make for fitness, nutrition and psychological influences will be valid considerations, relevantly linked to improvements in sport and activity, they will show how a participant could be progressed using the different principles, testing and methods of training.

## Key terms typically used in assessment

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

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

Command verb	Definition
<b>Analyse</b>	Examine (something) methodically (e.g. break down into its component parts) and in detail, typically in order to explain, interpret or communicate something.
<b>Calculate</b>	Determine the amount or number mathematically.
<b>Describe</b>	Learners give an account, or details, of 'something' or give an account of a 'process'.
<b>Discuss</b>	Learners consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.
<b>Explain</b>	Learners convey understanding by making a point/statement or by linking the point/statement with a justification/expansion.
<b>Evaluate</b>	Learners consider various aspects of a subject's qualities in relation to its context such as: strengths or weaknesses, advantages or disadvantages, pros or cons. Come to a judgement supported by evidence, which will often be in the form of a conclusion.
<b>Give</b>	Learners can provide examples, justifications and/or reasons to a context.

<b>Command verb</b>	<b>Definition</b>
<b>Identify</b>	Learners assess factual information that may require a single-word answer, although sometimes a few words or a maximum of a single sentence are required.
<b>State/Name</b>	Learners give a definition or example.



## Component 3: Applying the Principles of Sport and Activity

Levels: **1/2**

Assessment type: **Internal Synoptic**

Guided learning hours: **36**

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### Component in brief

Learners will study the attributes of a successful sports leader and the physical and psychological benefits for the people taking part in their sessions. Learners will then plan and lead an engaging activity session.

### Introduction

Leading an effective and engaging activity session can promote lifelong activity. Understanding the theory behind how to be a successful sports leader will give you a solid base to lead sessions that meet a variety of needs of others.

In this component, you will develop knowledge of the attributes of successful sports leaders. You will then explore the physical and psychological benefits that you could experience when taking part in leadership sessions. To understand the benefits that participants could experience from your session, you will need to draw on the information you have learned on training principles, body systems and psychological influences.

You will develop an understanding of the different target groups that can access activity sessions and the type of sessions that are appropriate for each group. The skills you have developed in writing a fitness improvement plan will be essential in planning an effective sport and physical activity session. You will look at how leaders can motivate participants when planning and delivering sport and activity for target groups. You will deliver your planned session and provide a review of your leadership skills. The review will be based on whether you met the physical and psychological needs of your chosen group. You will identify your leadership strengths and areas for improvement, and suggest improvements for future practice.

This component will give you an understanding of how sports leaders can provide appropriate activities for selected target groups. You will develop transferable skills such as communication, planning and organisation, which will support your progression to Level 2 or 3 vocational or academic qualifications.

### Synoptic assessment

This component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2, and includes synoptic assessment. This component should be delivered and assessed at the end of the course. Learners will plan and deliver an appropriate session plan for a specific target group that will encourage and support participation in exercise. To complete the synoptic assessment, they will draw on knowledge and understanding from across the qualification on how exercise impacts on the body, how participation can be increased, planning an effective session and the psychological influences on participation.

## COMPONENT 3: APPLYING THE PRINCIPLES OF SPORT AND ACTIVITY

### Learning aims

- A** Understand the fundamentals of sport and activity leadership
- B** Planning sessions for target groups
- C** Delivering and reviewing sessions for target groups.

## Teaching content

### Learning aim A: Understand the fundamentals of sport and activity leadership

#### A1 Attributes of a leader

Learners will explore the attributes of successful leadership by exploring different leadership skills and qualities.

- Skills:
  - communication – verbal communication – tone of voice, volume, appropriate vocabulary for the audience; non-verbal communication – appropriate body language, gestures, demonstrations, eye contact; adapting communication style to meet the needs of the different target groups
  - listening – active listening
  - organisation – pre-session (setting up of equipment, planned session to demonstrate structure), post-session (replacing equipment to appropriate area)
  - activity structure – progression through the session to motivate participants in increasing their physical health
  - knowledge – of the activities being delivered, including warm-up and cooling-down techniques and current advances in technology
  - evaluation – own delivery and participants' development and engagement
  - target setting – for own future sessions, for participants' development.
- Qualities:
  - encourages enthusiasm
  - increase intrinsic motivation – leading fun and enjoyable sessions
  - provide extrinsic motivation – using praise, goal setting, rewards and feedback
  - inspires confidence – in meeting the government expectations of involving people in physical activity to increase their physical and mental health
  - personality – introvert, extrovert, type A, type B
  - leadership style – autocratic, democratic, laissez-faire.

#### A2 The benefits of participation in sport and activity sessions

Learners will explore why it is important to provide sport and activity sessions. They will develop an understanding of the benefits that participants from different target groups can gain from taking part in sport and activity sessions.

- Physical benefits:
  - short term
    - increased blood flow to the working muscles, increased muscle temperature, increased range of movement at a joint, increased heart rate to promote improved delivery of oxygen to the working muscles and transport waste materials, the cool down aids in removal of lactic acid from working muscles and decreases the heart rate to return the cardiorespiratory system to resting state
  - long term
    - cardiorespiratory benefits – reduced risk of diabetes due to improved insulin sensitivity and glucose regulation; reduced risk of hypertension due to lowering of blood pressure; heart is larger and stronger, taking more oxygen to the working muscles
    - musculoskeletal benefits – reduced risk of osteoporosis due to increased bone density; reduced risk of joint injury due to increased strength of tendons and ligaments increasing joint stability; reduced risk of poor posture through increased strength of core
    - benefits to flexibility: improvement in the ability of the joint to have a greater range of movement.



## COMPONENT 3: APPLYING THE PRINCIPLES OF SPORT AND ACTIVITY

- Psychological benefits:
  - increased intrinsic motivation to continue participating
  - improved concentration and effort in the session
  - increased motivation, ensuring that intensity of effort during participation is higher
  - extrinsic motivation provided by the leader increases enjoyment levels
  - release of serotonin and endorphins, which make performer 'feel good'
  - increased self-confidence after completing a session, which could result in the participant continuing to exercise.

### Learning aim B: Planning sessions for target groups

#### B1 Target groups

Learners need to examine the different groups of people that take part in sport and physical activities.

- Children and young people.
- People with disabilities.
- Older people.
- People from particular ethnic groups.
- Women.
- LGBTI.

#### B2 Types of sessions

Learners should explore why the target groups require different types of sessions to engage them in repeat activity.

- Fitness – providing fitness sessions to enable participants to meet a specific goal, e.g. weight loss
- Sport – to develop skills to be able to interact in a competitive or non-competitive environment
- Multi-activity – to prevent boredom and engage all participants in physical activity.

#### B3 Session plan

Learners should plan a session that meets the needs of a chosen target group and which gives them physiological and psychological benefits.

- Plan:
  - use of personal information
  - aim of session – target setting, expected outcomes
  - participants – age, gender, numbers, medial and special needs
  - resources – facility, location, equipment, clothing, technology
  - health and safety issues – risk assessment and informed consent
    - methods to reduce risks and hazards, including injuries
    - control measures.
- Components of session planning:
  - components of a warm-up
    - pulse raiser – activities that can be used to gradually increase the pulse rate
    - mobilise – activities to mobilise the main joints of the body, such as knees, hips, shoulders, ankles and wrists, including stretching (different types of stretches for the main muscles used in sports activity sessions – deltoids, triceps, erector spinae, obliques, quadriceps, hamstrings, gastrocnemius).

- o the main component:
  - activities in the main component
  - type, e.g. fitness for playing sport, fitness through fun, fitness through interactive activities
  - physical activities, e.g. running, walking, exercise classes
  - sports-specific drills – drills to improve specific techniques in sport
  - adapted games – modified and conditioned games, and how these can be used to focus on developing specific techniques in a full game for a selected sport
  - consideration of methods of training
- o components of a cool down
  - pulse lowering – activities that gradually decrease in intensity
  - stretch – carry out maintenance and developmental stretches with the main muscles that were used in the activity session, including deltoids, biceps, triceps, erector spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius.

### **Learning aim C: Delivering and reviewing sessions for target groups**

Learners will explore and develop their skills for safely delivering the main components of sport and activity sessions with consideration to health and safety.

#### **C1 Methods of delivery/success**

- Key considerations for delivery and success:
  - o practical application of the main content of the planned session
  - o meeting set aims and objectives
  - o organisation
  - o appearance – appropriate to delivering a physical activity session
  - o health and safety checks:
    - participant – identifying previous injuries and how this could affect participation in the session
    - identification of hazards
    - methods to reduce risks
    - implement control measures
  - o adapting the session to participants' need
  - o use of equipment and technology.

#### **C2 Methods of reviewing**

Learners will gain an understanding of the review methods to include, when and where it would be appropriate to use each method, and the appropriateness of each method to allow reflection on their session and future practice.

- Methods of reviewing:
  - o methods – questionnaires, video, comment cards, direct verbal feedback
  - o feedback from participants
  - o feedback from supervisor
  - o self-reflection – appropriateness of planning and delivery
  - o identify strengths and areas for improvement
  - o actions and targets for future sessions.
- Considerations for review:
  - o how far the session met participants' needs
  - o the physical and health benefits of the chosen activity
  - o physiological impact of exercise on the body systems during the delivered session
  - o psychological impact of exercise on participants, including mental health
  - o use of technology in the session
  - o the appropriateness of components of fitness

## COMPONENT 3: APPLYING THE PRINCIPLES OF SPORT AND ACTIVITY

- o how it met the set aims and objectives
- o what went well
- o what could be improved
- o using review methods to gain information relating to the delivered session
- o using information to make the session better in the future
- o justifying skills used and decisions taken
- o how the session can be adapted, changed and/or improved in the future
- o recommendations for the diet of participants.

### Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of leadership attributes, and how physical and psychological benefits can be provided to participants in a session. Learners will review different target groups associated with sport and activity. Learners will develop skills to plan sport and activity sessions for desired physical and psychological benefit outcomes by encouraging participation appropriately and planning for motivational delivery. Therefore, learners will be expected to demonstrate the link between theory and practical delivery. Component 3 will conclude with the evaluation of the delivered activity session and the steps to be taken in future practice to encourage regular participation, which brings about psychological and physiological benefits.

Assignments can focus on each learning aim or you can combine them within or across components.

### Essential information for setting assignments

The recommended structure for setting assignments is one for each learning aim, however you may combine learning aims within or across components. Suggested examples of how assignments may be set are outlined here. You should also refer to the authorised assignment briefs on our website. See *Section 5* for more information.

#### Learning aim A: Understand the fundamentals of sport and activity leadership

##### Description

Learners will investigate the attributes needed to be a successful leader and how they can provide short- and long-term psychological and physiological benefits for the people involved in their sessions.

##### Example task

Learners will:

- explain the skills and qualities of a successful leader
- describe the physical benefits of participating in sport/activity, using links to the body systems
- discuss how the psychological benefits of participation in sport/activity are aligned with positive mental health
- analyse how a good leader would incorporate activities to promote physical and psychological benefits for the participant
- describe how the physical and psychological benefits of participation can be used to encourage regular participation in sport leadership sessions.

##### Evidence

Evidence must fully meet the requirements of the assessment criteria and could include a written report for extended writing, a blog, a leaflet or a presentation.

### Learning aim B: Planning sessions for target groups

#### Description

Learners will produce a session plan for an activity session for a target group.

#### Example task

Learners will:

- produce plans for an activity session for a target group that provides psychological and physical benefits and which meets the needs of the target group, including:
  - the aim of the session
  - the resources needed
  - health and safety issues
  - details of components
  - methods to review the session
- justify why the activities chosen in the plan would benefit the target group.

#### Evidence

Evidence must fully meet the requirements of the assessment criteria and could include:

- plans displayed on appropriate templates
- a piece of extended writing, a blog or a recorded presentation to capture the evidence for justification.

### Learning aim C: Delivering and reviewing sessions for target groups

#### Description

Learners will demonstrate the main component of a planned activity, demonstrating leadership attributes. They will review the success of their activity session using the feedback from other participants and assessors and their own assessments.

#### Example task

Learners will:

- demonstrate the main component of the activity session, which should include a demonstration of the attributes expected of a leader during the delivery of a session
- collect feedback from participants, using feedback sheets to support the reflection of the session
- reflect on their strengths and weaknesses during the session, and the delivery of the session, to identify areas for improvement and future targets set. There should be links to how future sessions would encourage regular participation and physical/psychological benefits.

#### Evidence

Evidence must fully meet the requirements of the assessment criteria and could include:

- a demonstration of the main component of the activity session, which should be recorded and include an assessor observation form to demonstrate the learner's ability to meet the expectations as defined by the learning outcomes
- a piece of extended writing, a blog or a recorded presentation, this would be appropriate evidence for the review of the session.

## Assessment criteria

The assessment criteria determine the standard required to achieve the component.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim A: Understand the fundamentals of sport and activity leadership</b>				
<p><b>A.1P1</b> Identify some skills and qualities of a successful leader.</p> <p><b>A.1P2</b> Identify some benefits of participating in sport and activity sessions.</p>	<p><b>A.1M1</b> Outline the skills and qualities needed to be a successful leader.</p> <p><b>A.1M2</b> Outline the benefits of participating in sport and activity sessions.</p>	<p><b>A.2P1</b> Explain how successful leaders demonstrate the required skills and qualities.</p> <p><b>A.2P2</b> Explain the physical and psychological benefits of taking part in sport and activity sessions.</p>	<p><b>A.2M1</b> Analyse how a good leader can promote physical and psychological benefits.</p>	<p><b>A.2D1</b> Evaluate a successful leader and the different ways physical and psychological benefits can be promoted to encourage regular participation.</p>
<b>Learning aim B: Planning sessions for target groups</b>				
<p><b>B.1P3</b> Prepare an outline of an activity session plan for a chosen target group, with support.</p>	<p><b>B.1M3</b> Prepare a realistic outline of an activity session plan for a target group.</p>	<p><b>B.2P3</b> Prepare a realistic activity session plan for a chosen target group, explaining choice of activities.</p>	<p><b>B.2M2</b> Prepare a detailed, realistic and well-structured activity session plan, giving detailed reasons for suitability for the chosen target group.</p>	<p><b>B.2D2</b> Produce a comprehensive, realistic activity session plan, giving considered reasons for the activities included and the benefits of participation for the target group.</p>

COMPONENT 3: APPLYING THE PRINCIPLES OF SPORT AND ACTIVITY

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim C: Delivering and reviewing sessions for target groups</b>				
<p><b>C.1P4</b> Lead a component of a sport/activity session with supervision, demonstrating limited application of leadership skills and qualities.</p> <p><b>C.1P5</b> Identify own application of leadership attributes with examples.</p>	<p><b>C.1M4</b> Lead the main component of a planned sport/activity session with supervision, demonstrating some appropriate skills and qualities.</p> <p><b>C.1M5</b> Review the planning and leading of the main component of a planned sport/activity session, identifying strengths and areas for improvement.</p>	<p><b>C.2P4</b> Independently lead the main component of a planned sport/activity session, demonstrating use of appropriate skills and qualities throughout.</p> <p><b>C.2P5</b> Review the planning and leading of the main component of a sport/activity session, describing strengths and areas for improvement and suggesting targets for future sessions.</p>	<p><b>C.2M3</b> Discuss own delivery of planned sport/activity session, explaining strengths and areas for improvement and explaining targets for future sessions.</p>	<p><b>C.2D3</b> Evaluate the delivery of the planned sport/activity session including links to physical and psychological benefits, justifying areas of improvement for future sessions.</p>
<b>Overall component grade</b>				
Learner evidence satisfies all Level 1 Pass criteria	Learner evidence satisfies <b>either:</b> all Level 1 Merit criteria <b>or</b> all Level 1 Pass criteria <b>and</b> C.2P4, C.2P5	Learner evidence satisfies all Level 2 Pass criteria	Learner evidence satisfies <b>either:</b> all Level 2 Merit criteria <b>or</b> all Level 2 Pass criteria <b>and</b> C.2D3.	Learner evidence satisfies all Level 2 Distinction criteria

To be given a component grade, a learner must complete assignments for all learning aims. Please refer to *Section 5* for further guidance on internal assessment, including how to apply criteria to evidence at Level 1 and Level 2.

### Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions.

#### Learning aim A: Understand the fundamentals of sport and activity leadership

**Evidence for the assignment:** learners will explore the attributes of a good leader. Learners must give key consideration to how current advances may be used by a good leader during a session, and how they may incorporate intrinsic and extrinsic motivation in the sessions while inspiring participants. They will explore the benefits to participation in sport and activity. The benefits will specifically include the short-term and long-term physiological benefits. They will also include the psychological benefits of a session, drawing on knowledge and understanding of the physiological impacts of regular participation in sport and activity, including the impact on the body systems, from *Component 1*, and link them to specific target groups. They will draw on knowledge and understanding of the psychological benefits to support participation in sport and physical activity from *Component 2*.

Level 2 learners will demonstrate an appreciation of the attributes of a leader and show an understanding of the benefits of participation.

Level 1 learners will offer limited examples of the attributes of a leader and the benefits of sports participation.

**For Level 2 Distinction:** learners will show evidence of extended research into the attributes of a leader. They will consider the advantages and disadvantages of each skill and quality, including how appropriate examples of current advances may be used by a good leader during a session and how they incorporate the most appropriate intrinsic and extrinsic motivations in the sessions as well as inspiring participants to engage fully in sessions. Learners will evaluate a specified target group and discuss the extent to which the benefits of an activity would encourage participation in sport and physical activity. The benefits will show specific consideration to the short-term and long-term physiological benefits as well as the psychological benefits of a session. Learners will then recommend ways that they can use the physical and psychological benefits of participation to encourage regular participation with their chosen target group. The chosen benefits will be specific to the target group they have chosen.

Learners will produce clear written work that presents their opinion on the impact a good leader can have on target groups. Learners' work will be of a high standard, with detail that is accurate and up to date in relation to the physiological and psychological benefits gained from participation.

**For Level 2 Merit:** learners will give a clear and detailed analysis of how the attributes of a sports leader will promote the physical and psychological benefits for target groups. Learners must give key consideration to some examples of appropriate current advances that a good leader could use during a session, incorporating some intrinsic and extrinsic motivation into the sessions as well as inspiring participants. For each physical and psychological benefit, they will state how the target group would benefit from regular participation in sport and activity. Learners must select two target groups of which they have knowledge (from the list in the unit content).

Learners will produce clear written evidence that expresses their opinion on the value of the physical and psychological benefits to a specific target group. Learners' work will be of a high standard, with coherent detail that shows understanding of the topics in the unit content.



## COMPONENT 3: APPLYING THE PRINCIPLES OF SPORT AND ACTIVITY

**For Level 2 Pass:** learners will use sporting examples to explain how successful leaders demonstrate the attributes of a leader. Learners will explain some short-term and long-term physiological benefits of participation, with some consideration of psychological benefits for two target groups listed in the unit content. They will give consideration to the role of motivation in sessions. They will give clear reasons for how the target group has benefited from participating in activity sessions. Learners should use examples to support their reasons.

Learners will display a detailed approach to the written work produced, supporting their understanding with examples.

**For Level 1 Merit:** learners will outline the attributes of a sports leader, using examples from their own experience. Learners will outline at least one short-term benefit, one long-term benefit and two psychological benefits to participation for a selected target group.

Learners will display information through written work that demonstrates their understanding, is mostly accurate and which uses subject-specific knowledge.

**For Level 1 Pass:** learners will identify at least two skills and two qualities of a sports leader. Learners will also identify one physical and one psychological related benefit of participating in physical activity.

Learners' work will display an adequate approach to producing written work but they may require support or prompting. Their work may lack detail and might be presented as lists or bullet points with limited use of subject-specific terminology.

### Learning aim B: Planning sessions for target groups

**Evidence for the assignment:** learners will present appropriate evidence in the form of planning documents, which will demonstrate their intended methods of delivery for motivational, engaging activity sessions to meet the needs of target groups and the given aim. The development of the plan will draw on knowledge and understanding of the body systems and components of fitness from *Component 1*, and from *Component 2*, knowledge, understanding and skills of the methods of training, the fitness training programme and what is included, FITT principles and the principles of training.

**For Level 2 Distinction:** learners will produce a comprehensive and realistic session plan that gives details of all the factors needed to put the plan into practice. They must engage with the target audience to encourage participation and include:

- an explanation of the aim of the session
- a list of all the resources required to run the session (including technology) and their importance
- health and safety considerations, including a risk assessment plan to overcome any issues identified, informed consent, planned methods to reduce risks and hazards, and any control measures that are required
- a detailed breakdown of each of the components of the planning – warm-up, main component and cool down, including a justification for the decisions made to determine which activities (including training methods) are chosen for the target audience and a rationale of how the activities will relate to meeting the aim, for example increasing participation
- physical and psychological benefits of the session.

Learners will give detailed and valid reasons for the choices made.

Learners will produce a realistic and achievable plan for the target audience.

**For Level 2 Merit:** learners will produce a detailed, realistic and well-structured plan that contains most of the information required, with detailed reasons for how the planned activities will meet the needs of the target audience and encourage participation in activities, including:

- the aim of the session
- a list of most of the resources required to run the session and their importance
- health and safety considerations, including a risk assessment plan that explains ways to overcome some issues identified, as well as informed consent. The planned methods will reduce risks and hazards and there will be some control measures identified
- a detailed breakdown of each of the components of the planning – warm-up, main component and cool down, including detailed reasons for the decisions made to determine which activities (including training methods) are chosen for the target audience and how the activities will relate to meeting the aim, for example increasing participation
- the physical and psychological benefits of the session.

The plan will be detailed and structured logically, learners will give valid reasons for the decisions made. The plan should be realistic for the type of audience targeted.

**For Level 2 Pass:** learners will produce a plan that is realistic and which gives a clear account of the most relevant information that meets the needs of the target audience, including:

- the aim of the session
- the key resources required to run the session and their importance
- a basic risk assessment plan that describes how some risks can be overcome; there will be control measures identified
- a breakdown of each of the components of the planning – warm-up, main component and cool down, including an explanation for the decisions made to determine which activities (including training methods) are chosen for the target audience and how the activities will relate to meeting the aim, for example increasing participation
- short-term and psychological benefits of the session.

The plan will be brief and structured logically, learners will give valid reasons for the decisions made. The plan should be realistic for the type of audience targeted.

**For Level 1 Merit:** learners will produce a plan that is realistic and which outlines most of the relevant information that meets the needs of the target audience, including:

- the aim of the session
- some resources required to run the session and their importance
- a basic risk assessment plan that identifies how some risks can be overcome; there will be control measures identified
- a breakdown of each of the components of the planning – warm-up, main component and cool down, including an outline of the decisions made to determine which activities are chosen for the target audience and how the activities will relate to meeting the aim, for example increasing participation.

The plan will be a brief outline but it will follow a logical sequence. However, the plan will lack detail or there may be omissions in some aspects. Learners will give valid reasons for the decisions made. The plan should be realistic for the type of audience targeted.

## COMPONENT 3: APPLYING THE PRINCIPLES OF SPORT AND ACTIVITY

**For Level 1 Pass:** learners will produce a plan that outlines an activity session, with some relevant information that meets the needs of the target audience, including:

- the aim of the session
- limited resources required to run the session
- a basic risk assessment plan
- a breakdown of each of the components of the planning – warm-up, main component and cool down, including decisions made on chosen activities for the target audience and how the activities will relate to meeting the aim, for example increasing participation.

The plan will take the form of a list of bulleted points, without further description or explanation. Learners may not put points in a logical order and not everything in the plan will be achievable or realistic. Learners will meet the needs of the audience in a limited way. Learners will give some reasons for decisions, however not all the reasons may be realistic or valid.

### Learning aim C: Delivering and reviewing sessions for target groups

**Evidence for the assignment:** learners will lead the main component of a planned sport/physical activity session and review their performance using review methods. Learners must give key consideration in their review to the physiological and psychological impact of the session. Learners will draw on knowledge, understanding and skills from *Component 1* in relation of the physiological impact of exercise on the body systems during the delivered session, and incorporate some of the components of fitness, if appropriate.

**For Level 2 Distinction:** learners will evaluate their performance and be able to recommend areas of improvement for future sessions. They will:

- reference and apply the session plan and risk assessment effectively
- complete a risk assessment and reduce identified risks during the implementation of the plan, as well as implement control measures
- run a well-structured session
- respond and adapt to all the requirements of the participants taking part. They will confidently adapt their leadership skills to take into account the different needs of participants and the selected sport/physical activity
- demonstrate leadership skills that have a clear and positive impact on participants' actions and outcomes
- respond to the situations that arise when running the planned sports activity/physical activity
- use appropriate methods of collecting feedback for the session
- apply all review considerations in their review of the session, with key consideration given to diet
- use feedback comprehensively to reflect on the successful completion of the sports/physical activity, meeting participants' needs and making detailed recommendations for future sessions.

**For Level 2 Merit:** learners will discuss how well they delivered their planned session and explain their strengths and areas for improvement. They will:

- reference and apply the session plan and risk assessment
- complete a risk assessment and reduce most of the identified risks during the implementation of the plan
- run a structured session
- respond and adapt to most of the requirements of the participants taking part; they will adapt their leadership skills to take into account the different needs of participants and the selected sport/physical activity

- demonstrate leadership skills that will have a positive impact on participants' actions and outcomes
- respond to most of the situations that arise when running the planned sports activity/physical activity
- use appropriate methods of collecting feedback for the session
- apply most of the review considerations in the review of the session
- use feedback to reflect on the successful completion of the sports/physical activity, meeting participants' needs, explaining areas in the session where they performed very well and areas during the session that could be improved in future sessions.

**For Level 2 Pass:** learners are able to lead the main activity and describe areas of strengths and areas for improvement. They will:

- make relevant reference to their session plan and risk assessment
- complete a risk assessment and be able to show an understanding of the risks and the methods to reduce risks in response to the situations that could arise when running the planned sports/physical activity
- respond and adapt appropriately to the requirements of most of the participants in line with the session plan
- demonstrate a range of relevant leadership skills, which will have some impact on participants' actions
- demonstrate adequate understanding of how to adapt and change the session in response to participants' needs and requirements for the successful completion of the sports/physical activity
- demonstrate adequate understanding of how the planning of the sports/physical activity session can be improved during and after the event
- apply some of the review considerations in the review of the session
- use feedback to make adequate and descriptive recommendations for future events.

**For Level 1 Merit:** learners will lead the main content from one of their plans while demonstrating some appropriate skills, qualities and professional conduct. They will review their plan and leading of the session to identify their strengths and areas for improvement. They will:

- make some reference to their session plan and risk assessment
- complete a risk assessment and show an understanding of the risks and the methods to reduce them in response to the situations that could arise when running the planned sports/physical activity
- respond and adapt appropriately to the requirements of most of the participants in line with the session plan
- demonstrate some relevant leadership skills, which will have some impact on participants' actions
- demonstrate some understanding of how to adapt and change the session in response to participants' needs and requirements for the successful completion of the sports/physical activity
- use feedback to reflect on the session and identify how the planning of the sports/physical activity session can be improved during and after the event.

## COMPONENT 3: APPLYING THE PRINCIPLES OF SPORT AND ACTIVITY

**For Level 1 Pass:** learners will lead a session with supervision and be able to recognise the skills, qualities and professional conduct demonstrated. They will:

- make limited reference to the session plan and risk assessment
- demonstrate basic leadership skills that will have a limited impact on the participants; the skills may not be appropriate to the needs of the participants or the selected sport
- complete a risk assessment and show an understanding of risks and the methods to reduce them in response to the situations that could arise when running the planned sports/physical activity
- demonstrate a superficial understanding of how to adapt and change the session in response to participants' needs and requirements during the sport/physical activity session
- use feedback superficially to identify the skills, qualities and professional conduct applied during the session, using examples from their review.

### Links to other components

The table below illustrates how knowledge, understanding and skills from components across this qualification could be integrated in the delivery of this component and therefore support learners in making a synoptic response.

Component	Component 3 criteria	Synoptic links to Component 3
Component 1: Understand the Body and the Supporting Technology for Sport and Activity	B.1P3, B.1M3, B.2P3, B.2M2, B.2D2  C.1P4, C.1M4, C.2P4	When planning and reviewing their session, learners will draw on their knowledge and understanding of the body systems. A1: The body systems <ul style="list-style-type: none"> <li>• Warm-up – using the understanding of the body systems to demonstrate the impact of the body systems during a warm-up.</li> <li>• The respiratory system is responsible for taking in oxygen (oxygen intake through breathing), for working with the cardiovascular system to allow gaseous exchange so that oxygen can be transferred to the blood (oxygen uptake) and transported by the cardiovascular system to the tissues.</li> <li>• The cardiovascular system transports carbon dioxide materials from the tissues and works with the respiratory system to allow gaseous exchange so that carbon dioxide can be breathed out of the body.</li> <li>• The cardiovascular system regulates the temperature of the body during sporting activity through vasodilation and vasoconstriction.</li> <li>• Use of stretches: location of the major muscles: deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior.</li> </ul>
Component 1: Understand the Body and the Supporting Technology for Sport and Activity	B.1P3, B.1M3, B.2P3, B.2M2, B.2D2  C.1P4, C.1M4, C.2P4	When planning and reviewing their session, learners will draw on their knowledge and understanding of the body systems. A1: The body systems <ul style="list-style-type: none"> <li>• Cool down – using the understanding of the body systems to demonstrate the impact of the body systems during a cool down.</li> <li>• The cardiovascular system regulates the temperature of the body during sporting activity through vasodilation and vasoconstriction.</li> <li>• The cardiovascular system reduces the build-up of lactic acid by removing waste products from the muscles.</li> </ul>

## COMPONENT 3: APPLYING THE PRINCIPLES OF SPORT AND ACTIVITY

Component	Component 3 criteria	Synoptic links to Component 3
Component 1: Understand the Body and the Supporting Technology for Sport and Activity	B.1P3, B.1M3, B.2P3, B.2M2, B.2D2  C.1P4, C.1M4, C.2P4	When planning and reviewing their session, learners will draw on their knowledge and understanding of the physiological impact that regular participation in sport and activity can have on the body systems. A2: Physiological impact of engagement in sport and activity on the body systems <ul style="list-style-type: none"> <li>• Use of aerobic exercise or resistance endurance exercise activities in the main component.</li> <li>• If learners choose to lead a fitness session, they should incorporate some of the components of fitness to benefit participants taking part in regular sport and activities.</li> </ul>
Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity	B.1P3, B.1M3, B.2P3, B.2M2, B.2D2	When planning their session, learners will draw on their knowledge and understanding of the different methods of training available for sport and activity. A2: Methods of training for sport and activity <ul style="list-style-type: none"> <li>• If learners select to plan and deliver a fitness session, the methods of fitness will be used to structure the session.</li> </ul>
Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity	C.1P5, C.1M5, C.2P5, C.2M3, C.2D3	When reviewing the success of sports leadership and the different ways diet could be used to support regular participation. B4: Improving nutrition for sport and activity <ul style="list-style-type: none"> <li>• How features of a healthy diet may support participation in sport and activity.</li> <li>• Consideration of the different methods to enhance sport and activity through nutritional change.</li> <li>• The legal supplements that may also support participation.</li> </ul>
Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity	B.1P3, B.1M3, B.2P3, B.2M2, B.2D2	When planning their session, learners will draw on their knowledge and understanding of the different considerations when planning a fitness programme that can be incorporated into the planning of the session. A4: Understanding fitness programmes <ul style="list-style-type: none"> <li>• Selection of appropriate components of training: flexibility, strength, muscular endurance and power, aerobic endurance, speed.</li> <li>• Safe design: appropriate training method selection and activities to meet main fitness goal.</li> <li>• Importance of planning an individual session: warm-up – to increase the heart rate and increase mobility in the joints; main activities – selection of training methods that will meet the main fitness goal; cool down – to gradually decrease the heart rate; encourage the removal of waste products, including lactic acid; reduce muscle soreness after training.</li> </ul>

# BTEC LEVEL 1/LEVEL 2 TECH AWARD

## COMPONENT 3: APPLYING THE PRINCIPLES OF SPORT AND ACTIVITY

Component	Component 3 criteria	Synoptic links to Component 3
Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity	A.1P2, A.1M2, A.2P2, A.2M1, A.2D1 B.1P3, B.1M3, B.2P3, B.2M2, B.2D2	When planning their session, learners will draw on their knowledge and understanding of the FITT principles and principles of training. A3: The FITT principles and principles of training <ul style="list-style-type: none"> <li>Depending on the target group chosen, learners will need to consider the intensity of the activity chosen so it is appropriate for them.</li> <li>The timings of the activities in the session will have to take into account the chosen target group, ability and fitness.</li> <li>The timing of the session will need to take into account selecting an appropriate length for the session that encourages health goals, e.g. cardiovascular activities over 20 minutes or fat-burning activities over 28 minutes.</li> </ul>
Component 1: Understand the Body and the Supporting Technology for Sport and Activity	B.1P3, B.1M3, B.2P3, B.2.M2, B.2D2	When planning their session, learners will draw on their knowledge and understanding of common sport injuries to ensure prevention of injuries during the session. B1: Common sporting injuries <ul style="list-style-type: none"> <li>Learners will consider the injuries of each participant during the planning of the session.</li> </ul>
Component 1: Understand the Body and the Supporting Technology for Sport and Activity	B.1P3, B.1M3, B.2P3, B.2.M2, B.2D2 C.1P5, C.1M5, C.2P5, C.2M3, C.2D3	When planning and reviewing their session, learners will draw on their knowledge and understanding of the different technologies in sport and activity. C1: Different types of technology in sport and activity <ul style="list-style-type: none"> <li>Learners will suggest, in their plans, different types of technology that could be used to support participation.</li> <li>Learners will review the technology used, or which could have been used, to enhance the experience of the participants in the session.</li> </ul>
Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity	A.1P1, A.1M1, A.2P1, A.2M1, A.2D1 C.1P4, C.1M4, C.2P4	When evaluating the success of sports leadership and the benefits they can incorporate into successful planning and delivery and the reviewing of the delivered session, learners can draw on their knowledge and understanding of motivation on participation. C1: The impact of motivation on participation in sport and activity <ul style="list-style-type: none"> <li>Learners will consider motivation as a quality of a sports leader.</li> <li>Learners will display motivational techniques when delivering the session.</li> </ul>



## COMPONENT 3: APPLYING THE PRINCIPLES OF SPORT AND ACTIVITY

Component	Component 3 criteria	Synoptic links to Component 3
Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity	A.1P1, A.1M1, A.2P1, A.2M1, A.2D1  C.1P4, C.1M4, C.2P4  A.1P2, A.1M2, A.2P2, A.2M1, A.2D1	When evaluating the success of sports leadership and the benefits they can incorporate into successful planning and delivery and the reviewing of the delivered session, learners can draw on their knowledge and understanding of self-confidence on participation.  C2: The impact self-confidence can have on participation in sport and activity <ul style="list-style-type: none"> <li>• Learners will consider self-confidence as a quality of a sports leader.</li> <li>• Learners will display techniques that inspire confidence when delivering the session.</li> <li>• Learners will consider the psychological benefits to participants if they regularly take part in sport.</li> </ul>

### Resource requirements

For this component, learners must have access to:

- a library and/or internet resources to carry out underpinning research
- an internet connection and digital resources.

## 4 Planning your programme

### Is there a learner entry requirement?

As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other BTEC Tech Award qualifications alongside this qualification. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level. Overall achievement can be improved by highlighting links between this qualification and other qualifications as part of a Key Stage 4 programme of learning, such as through project-based learning.

### What level of sector knowledge is needed to teach this qualification?

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 that will prepare them for progression.

### What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualifications. For some components, specific resources are required.

### How does this qualification contribute to Key Stage 4 learning?

This qualification gives learners opportunities to apply learning from GCSE English and GCSE mathematics to vocational learning. For example, the skills developed when communicating with others to deliver an activity session for a target group and planning for a fitness programme and diet plan will apply learning from GCSE English. Recording of fitness tests, working with fitness data and percentages of macronutrients will apply learning from GCSE mathematics. Learners will also gain generic skills, for example evaluation of self in delivering a session and evaluating the performance of others as participants.

### What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each component includes delivery guidance and suggested assessment tasks. Using this information, our free delivery guidance and the authorised assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This draws naturally on the kind of broader attributes valued in the sector, for example leadership skills and qualities when encouraging others to take part in an activity session, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

## 5 Internal assessment

### Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*, available on our website. 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.

In this qualification, there are two internally-assessed components. They will be assessed through assignments set by the assessment team using the guidance and examples we provide. As these components are graded spanning Level 1 and Level 2 of the Regulated Qualifications Framework, our well-established approach to BTEC assignments has been retained and adapted to the needs of these learners.

At the start of the learning period for this qualification, learners will be introduced to vocational contexts for their learning, often for the first time, and they will then build up a detailed appreciation of the sector and some of the technical skills required to succeed. This requires an extended period of learning and formative assessment that supports learners in understanding the context, developing skills and aptitudes. Learners will move on to undertake realistic vocational tasks involving wider attributes such as teamwork, presentation, self-management, research and analysis.

Formal assignments to assess performance are distinct periods of assessment that learners understand are being used to judge the learning aims. They will be separate from the practice and exploration activities that have been used during the learning period.

When setting assignments, you need to take account of the requirements of the component format as explained in *Section 2*. The assignments must relate to both Level 1 and Level 2.

For example:

- achievement at Level 1 is consistent with learners using basic information to complete a task, giving some indication of whether what has been done is successful
- achievement at Level 2 in the same task could require learning to demonstrate a broader understanding through solving straightforward problems related to the task, gathering information to help learners do that and commenting on how effective their actions have been.

### Operating internal assessment

#### The assessment team

So that all assessment is planned and verified, it is important that there is an effective team for internal assessment. For these qualifications, it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full details are given in the *Pearson Quality Assurance Handbook*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

## Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the two internal components and maintain records of assessment undertaken. The key records are:

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

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

## Setting assignments

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. We provide authorised assignment briefs and guidance in each component for setting assignments. You can adapt materials to your local contexts.

A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria. In order to support you and to make sure that all learners nationally are being assessed fairly and consistently to the national standards, we give details in components on the assignments and in authorised assignment briefs to show how valid assignments can be set. You can choose to use the materials we provide or to adapt them to take account of your local circumstances, provided that assignments are verified.

When setting your assignments:

- provide a vocational scenario or context that motivates the learner to apply their learning for a purpose and audience
- give learners clear tasks and structures for evidence – the assessment criteria are not written for this purpose
- ensure that learners are drawing on the specified range of teaching content
- specify the type and quality of evidence that a learner should produce
- if a component contains synoptic assessment the planned components must allow learners to select and apply their learning using appropriate self-management of tasks..

The specified teaching 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.

Full definitions of types of assessment are given in *Appendix 1*. Some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- work logbooks, reflective journals.

The form(s) of evidence selected must allow a verifier to check the assessor's decisions independently. For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

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

### Assessment decisions through applying assessment criteria

Assessment decisions for these qualifications are based on the specific criteria given in each component. In order to apply the criteria, centres should be aware of the difference between Level 1 and 2 of the Regulated Qualifications Framework. At both levels, learners are expected to take responsibility to complete tasks completely and correctly. The differences include:

- **at Level 1** – completion of tasks using evidence that may be simple, structured, routine, using given information and using simple judgements and basic factual information
- **at Level 2** – completion of tasks using evidence that may be semi-structured or unstructured, using researched or analysed information, showing understanding, problem solving and using own judgement.

The way in which the learner has provided evidence against the tasks will indicate the level they are working at.

Each internal component shows how grades can be awarded using clear and unambiguous criteria. Each assignment shows a hierarchy of criteria that should be considered holistically to apply to the evidence. It should be understood that in each of the two levels a learner demonstrating achievement for a higher grade would need to do so through satisfying the lower grade criteria. For example, if a Level 2 Merit criterion requires the learner to 'compare' and the related Level 2 Pass criterion requires the learner to 'explain', then in making a comparison the learner will need to 'explain'.

When a learner has completed the assessment for a component, you can give a component grade.

<b>Level 2 Distinction</b>	A learner has satisfied all the Level 2 Distinction criteria for the component through: <ul style="list-style-type: none"> <li>• outstanding performance that fully addresses all learning aims, with a sound grasp of facts and concepts, selection and interpretation of information, and fluent use of skills in more complex situations.</li> </ul>
<b>Level 2 Merit</b>	A learner has shown high performance across the component through <b>either</b> : <ul style="list-style-type: none"> <li>• having satisfied all the Level 2 Merit criteria for all learning aims <b>or</b></li> <li>• having achieved all the Level 2 Pass criteria and showing an outstanding performance in the final assignment as defined by the Level 2 Distinction criteria.</li> </ul>
<b>Level 2 Pass</b>	A learner has satisfied all the Level 2 Pass criteria for the learning aims through: <ul style="list-style-type: none"> <li>• showing coverage and understanding of content at a good standard and appropriate skill demonstration.</li> </ul>
<b>Level 1 Merit</b>	A learner has shown an acceptable standard across the component, addressing a range of content and demonstrating some understanding through <b>either</b> : <ul style="list-style-type: none"> <li>• having satisfied all the Level 1 Merit criteria for all learning aims <b>or</b></li> <li>• having achieved the Level 1 Pass criteria and showing a good standard of performance in the final assignment as defined by the Level 2 Pass criteria.</li> </ul>
<b>Level 1 Pass</b>	A learner must satisfy all Level 1 Pass criteria for the learning aims through: <ul style="list-style-type: none"> <li>• showing basic knowledge and ability to complete routine tasks.</li> </ul>
<b>U</b>	A learner who does not satisfy all the Level 1 Pass criteria should be reported as having a U grade.

## Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information given in components and training materials. The evidence from a learner should be judged using all the relevant criteria. In making a judgement, you should consider whether evidence is present and sufficiently comprehensive.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

## Authenticity of learner 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.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.

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 complete a declaration that:

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

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

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 9*.

## Resubmission of improved evidence

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

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

- checking that a learner can be reasonably expected to perform better through a second submission. For example that the learner has not performed as expected
- making sure that giving a further opportunity 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 learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

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

For assessment to be fair, it is important that learners are all assessed in the same way and that no learners are advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by the planned deadline or an authorised extension deadline (if one was given for specific circumstances) may not have the opportunity to subsequently resubmit. Similarly, learners submitting work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is Level 1 Pass.

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

## 6 Quality assurance

### Centre and qualification approval

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

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

### Continuing quality assurance and standards verification

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

The key principles of quality assurance are that:

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

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



The methods we use to do this for BTEC Tech Award qualifications 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 the synoptic component is placed appropriately in the 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 the BTEC Tech Award qualifications. 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.

## 7 External assessment

### Role of external assessment for the BTEC Tech Award suite

External assessment in the BTEC Tech Award suite comprises 40 per cent of the total qualification GLH. The external assessment is weighted to contribute the same proportion of the overall qualification grade. To ensure that the assessment is fully challenging and that the grading of the component reflects performance in a qualification as a whole, the assessment is synoptic and is taken at or near the end of a learner's programme. Our approach ensures that learners are able to show depth of understanding through being able to apply their conceptual and sector knowledge in practical contexts. The external assessment is rigorous but fully valid as preparation for progression to vocational qualifications.

This section gives an overview of the key features of external assessment and how you, as an approved centre, can offer it effectively.

### External assessment

The *Summary of assessment* section in Component 2 sets out the specific arrangements for the external assessment. External assessment is taken under supervised conditions. The expected evidence that must be submitted is explained in the component and sample assessment materials (SAMs). Your learners will undertake the external assessment during the period timetabled by Pearson.

### Timing of external assessment

External assessment for this qualification is available from May/June 2019 onwards. Learners are permitted to resit the external assessment once. In making entries for external assessment, you need to consider the nature of the external assessment and whether learners are likely to benefit more from a resit or from having a longer period to prepare.

### Sample assessment materials

Each externally-assessed component has a set of sample assessment materials (SAMs) that accompanies this specification. SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

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

These sample assessments can be downloaded from our website. We will provide further materials over time to support assessment, for example sample marked learner work, further sample materials, examiner feedback.

## Conduct of external assessment

The external assessment is set and marked by Pearson. You need to ensure that learners are aware that they need to work independently and of the requirements for any external assessment.

We define degrees of control for assessments for BTEC qualifications as:

- **high control**  
this is the completion of assessment in formal invigilated examination conditions
- **medium control**  
this is completion of assessment, usually over a longer period of time, it may include a period of supervised conditions. The supervised conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments (ICEA)*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com) (search for *ICEA*).

## Pearson marking and awarding grades

### Marking

Pearson will mark the evidence remotely. Your Examinations Officer will be given guidance as to how to send this evidence to us or the examiner directly.

We review quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.

### Awarding of grades

Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important, as we must ensure that learners have the same opportunity to achieve, regardless of the assessment opportunity. This means that grade boundaries can change across different assessment opportunities based on the raw marks but that the resulting grades are fair and consistent.

### Results issue

Results are issued in line with advertised timeframes, which can be found in the 'key dates' section of our *Information Manual* available on our website: [qualifications.pearson.com](http://qualifications.pearson.com) (search for *key dates*).

## 8 Final grading and awarding

### Awarding and reporting for the qualification

This section explains the rules we apply in awarding a qualification and providing an overall qualification grade for each learner.

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual), CCEA Regulation and Qualifications Wales.

### Eligibility for an award

In order to be awarded a qualification, a learner must complete and achieve **all three components with a grade Level 1 Pass or above** and achieve the **minimum number of points** at a grade threshold.

Learners who do not pass all components shown in the structure will not achieve a qualification, even if they have enough points at a grade threshold.

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal component 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 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 components may be balanced by a lower outcome in others.

The *Calculation of qualification grade* table, set out later in this section, shows how BTEC Tech Awards are awarded at seven grades from Level 1 Pass to Level 2 Distinction\*. The table shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be available in the latest version of the specification on our website.

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

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated.

### Points available for internal components

The table below shows the number of points available for internal components, depending on the grade awarded.

<b>U</b>	0
<b>Level 1 Pass</b>	9
<b>Level 1 Merit</b>	15
<b>Level 2 Pass</b>	22
<b>Level 2 Merit</b>	29
<b>Level 2 Distinction</b>	36

## Points available for external components

Raw marks from external components will be awarded points based on performance in the assessment. Pearson will automatically calculate the points for the external component once the external assessment has been marked and grade boundaries have been set.

The points available at each grade in the external component is as follows:

<b>U</b>	0
<b>Level 1 Pass</b>	12-17
<b>Level 1 Merit</b>	18-23
<b>Level 1 Distinction</b>	24-29
<b>Level 2 Pass</b>	30-35
<b>Level 2 Merit</b>	36-41
<b>Level 2 Distinction</b>	42-48

## Calculation of qualification grade table

<b>Grade</b>	<b>Points threshold</b>
<b>Level 1 Pass</b>	30
<b>Level 1 Merit</b>	44
<b>Level 1 Distinction</b>	58
<b>Level 2 Pass</b>	72
<b>Level 2 Merit</b>	95
<b>Level 2 Distinction</b>	105
<b>Level 2 Distinction*</b>	114

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

**Examples of grade calculations based on table applicable to registrations from September 2018**

**Example 1:** Achievement of an Award with a Level 1 Pass grade

Component	Type	Grade	Points
1	Internal	Level 1 Pass	9
2	External	Level 1 Merit	18
3	Internal	Level 1 Merit	15
		<b>Level 1 Pass</b>	<b>42</b>

**Example 2:** Achievement of an Award with a Level 2 Merit grade

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	Internal	Level 2 Distinction	36
3	External	Level 2 Merit	36
		<b>Level 2 Merit</b>	<b>101</b>

**Example 3:** An unclassified result

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	External	Level 2 Merit	36
3	Internal	U	0
		<b>U</b>	<b>65</b>

The learner has a U in Component 3.

The learner has enough points for a Level 1 Distinction grade but has not met the minimum requirements for a Pass in all components.

## 9 Administrative arrangements

### Introduction

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

### Learner registration and entry

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

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

### Access to assessment

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

Our equality policy requires all learners to 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 (as defined by the Equality Act 2010) 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*.

The Pearson Equality and Diversity policy is on our website.

### Administrative arrangements for internal assessment

#### Records

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

#### Reasonable adjustments for assessment

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

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

## Special consideration

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

## Appeals against assessment

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

## Administrative arrangements for external assessment

### Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment where necessary.

### Access arrangements requests

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

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

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

### Granting reasonable adjustments

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

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

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

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



## Special consideration requests

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

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

## 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 component or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see the document *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

Note that the procedures we ask you to adopt vary between internally-assessed components and those that are externally assessed.

## Internally-assessed components

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 full information on the actions we expect you to take.

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

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

## Externally-assessed components

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

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

## Learner malpractice

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

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

## Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a *JCQ Form M2a* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

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

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

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

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

## Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

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

- 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 or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, 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 *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

## Results issue

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

## Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

## Additional documents to support centre administration

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

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments 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:
  - JCQ Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments
  - 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.

## 10 Resources and support

Our aim is to give you support to enable you to deliver the BTEC Tech Award suite with confidence. You will find resources to support teaching and learning, and professional development on our website.

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

#### Schemes of Work

The free Schemes of Work give suggestions and ideas on how to teach the qualifications, they include teaching tips and ideas, assessment preparation and suggestions for further resources.

#### Course planner

High-level overview of how to plan teaching term by term over one or two years.

### Support for teaching and learning

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

- student textbooks in ebook and print formats
- teacher support, including slides, interactive activities and videos via the ActiveLearn Digital Service
- teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and all endorsed resources can be found on our website.

### Support for assessment

#### Sample assessment materials (SAMs) for externally-assessed components

Sample assessment materials are available for the externally-assessed component and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for the externally-assessed component will also be available, allowing your learners further opportunities for practice.

#### Sample assessment materials (SAMs) for internally-assessed components

We do not prescribe the assessments for the internally-assessed components. Rather, we allow you to set your own, according to your learners' preferences.

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

#### Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades linked to the Authorised Assignment Briefs will also be made available on our website.

## Training and support from Pearson

### People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Tech Awards. They include:

- 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
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- 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

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Tech Awards. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

## Appendix 1

### Glossary of terms used for internally-assessed components

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

Term	Definition
<b>Accurate</b>	Produce work competently, fit for purpose without significant error.
<b>Adequate</b>	Acceptable in quality or quantity.
<b>Analyse</b>	Examine methodically and in detail, typically in order to interpret.
<b>Apply</b>	Put knowledge, understanding or skills into action in a particular context.
<b>Appropriate</b>	Select and use skills in ways that reflect the aim.
<b>Assess</b>	Present a careful consideration of varied factors or events that apply to a specific situation or identify those that are the most important or relevant, and arrive at a conclusion.
<b>Coherent</b>	Logically consistent.
<b>Collaborate</b>	Work jointly with others to produce defined outcomes.
<b>Communicate</b>	To convey ideas or information to others.
<b>Compare</b>	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
<b>Competent</b>	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
<b>Comprehensive</b>	Full, covering a range of factors.
<b>Confident</b>	Demonstrate secure application of skills or processes, with no need for prompting.
<b>Consistent</b>	Able to repeat reliably an action that progresses towards achieving an aim.
<b>Creative</b>	Using techniques, equipment and processes to express ideas or feelings in new ways.
<b>Define</b>	State or describe exactly the nature, scope or meaning of something.
<b>Demonstrate</b>	Carry out and apply knowledge, understanding and/or skills in a practical situation.
<b>Describe</b>	Give a clear, objective account in their own words, showing recall, and in some cases application, of relevant features and information. Normally requires breadth of content coverage.
<b>Detailed</b>	Having additional facts or information beyond a simple response.
<b>Discuss</b>	Consider different aspects of a topic and how they interrelate and the extent to which they are important.

<b>Term</b>	<b>Definition</b>
<b>Effective</b>	Show control over techniques, equipment and processes to meet the details and broad aims of a requirement efficiently.
<b>Evaluate</b>	Bring together all information and review it to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
<b>Explain</b>	Provide details and give reasons and/or evidence to support an argument.
<b>Explore</b>	Try out the qualities of materials, techniques or processes through practical investigation, with some record of results.
<b>Identify</b>	Indicate the main features or purpose of something.
<b>Independent</b>	Capable of carrying out tasks from given information.
<b>Investigate</b>	Carry out research or trial activities to increase understanding of the application of factual information.
<b>Justify</b>	Give reasons or evidence to support an opinion.
<b>Outline</b>	Summarise or indicate the principal features of something or a brief description or explanation with main points.
<b>Refine</b>	Improve initial work, taking feedback into account.
<b>Reflect</b>	Think carefully and review information and/or performance, includes articulating ideas, concepts, activities, findings or features.
<b>Review</b>	Assess formally based on appropriate evidence or information with the intention of instituting change if necessary.
<b>Secure</b>	Well practised, confident in own ability and skills.
<b>Select</b>	Choose the best or most suitable option related to specific criteria or outcomes.
<b>Show</b>	Present using practical skills.
<b>Simple</b>	Well defined, routine, frequently occurring.
<b>State</b>	Express something definitely or clearly.
<b>Summarise</b>	Gathers together all of the main aspects of a given situation or experience in a condensed format.
<b>Support</b>	Guidance and instruction.





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